

School Site Emergency Planning Guidelines

Note: These guidelines were developed by a school district in Southern California in late 1996 and early 1997. They have been designed to conform to California's Standardized Emergency Management System. The guidelines were adapted from plans from Burbank, Pasadena, Torrance, and other school districts in the greater Los Angeles area and from documents created by the California Governor's Office of Emergency Services.

School Site Planning Guidelines are intended to support the Principal or Site Administrator in developing and implementing an emergency plan. Each site is different, in terms of structure, layout, neighborhood, student body, and staff. No one plan can fit every school; however, when all schools in a district have similar plans, the schools will be able to work more effectively with the school district. As an added benefit, when staff and students move from school to school, they will not have to re-learn the emergency plans and procedures.

These guidelines consist of advance planning steps for the principal, checklists for every response position, hazard-specific guidelines, and an appendix with forms.

The committee which developed the guidelines consisted of the Local (city) Emergency Preparedness Coordinator, the school district emergency preparedness coordinator, a trained PTA volunteer, and one of the course content advisors for FEMA E362, the Multihazard Safety Program for Schools.

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Note: Items in italics must be completed by the Site Administrator, updated annually, and copies submitted to _____ by _____.

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Incident Commander

Pre-Incident Planning Guidelines

- ☐ **Acknowledge this position's ultimate responsibility for site disaster preparedness.**
- ☐ Be familiar with all aspects of site disaster plan.

- Action Steps:**
- ☐ Review, by October 30, disaster response procedures & non-structural hazard mitigation with all staff, including "Drop, Cover & Hold on," Evacuation, "Shelter in Place," and gunfire safety procedures.
 - ☐ Survey staff for preference of emergency assignments
 - ☐ Make tentative assignments with provision for absence.
 - ☐ Select back-up Incident Commanders (in case of principal's absence) & train to position's responsibilities.
 - ☐ Identify person with responsibility for after hours emergency check of facility with two back ups.
 - ☐ Coordinate with leaders of all groups which use your site.
 - ☐ Create buddy teacher list. Buddy teachers should be familiar with each other's assignment in case one is absent.
 - ☐ **Complete all necessary plans, lists, and maps in this section.**
 - ☐ Schedule date(s) for skills training
 - ☐ Turn in updated disaster plan and all required forms to district.
 - ☐ Include disaster procedures with packet for all substitutes.
 - ☐ Send parent information on preparedness at home/school each year by October.
 - ☐ Calendar the dates of district-wide drills & two way radio checks.
 - ☐ Meet with the Disaster Volunteers at your site and integrate them into plan.
 - ☐ **Meet with site safety representative, PTA safety chair, & custodian to:**
 - ☐ Check bulk water for exchange date. Determine method of water distribution. If necessary, locate siphon pumps & directions.
 - ☐ Check inventory of supplies in container and classrooms.
 - ☐ Replace missing supplies & change batteries.
 - ☐ Post signs indicating parent request gates for emergency pickup.
 - ☐ Verify copies of Emergency Card are available—one in office, one in classroom and/or container, and that Emergency Cards are moved appropriately with class changes.
 - ☐ Plan monthly (elementary or middle) or quarterly (high school) emergency/disaster drills with verbal & written critiques.
 - ☐ Gather and organize written materials and supplies for response. Put individual job descriptions on clipboards with copies of necessary forms.

Campus Emergency Assignments

Note: These assignments (in the left column) may be made in advance for purposes of training and exercises; however, these people may be unavailable at the time of an emergency, and new assignments will have to be made. Cross-training is strongly encouraged. Key people on your staff should be familiar with all functions. **During an incident, positions will be filled as needed. See organization chart in Appendix.** For extremely small staffs, see note on following page.

Pre-Incident	Position	During Incident Response
	Incident Commander (IC)	
	Alternates or Backups	
	Safety Officer (if not assigned, IC is responsible)	
	Public Information Officer (until district PIO arrives)	
	Liaison Officer	
	Operations Chief	
	Site Facility Check/Security	
	Search & Rescue: S&R Team Leader	
	S&R Team #1	
	S&R Team #2	
	Note: Add more teams as needed. Number of S&R teams is determined by size and complexity of campus.	
	Medical Team Leader	
	Triage	
	Treatment	
	Psychological First Aid	
	Morgue	
	Student Care Director (Will make assignments for sanitation, etc.)	
	Student Release (Assign minimum of 2 each to Request Gate and Release Gate)	
	Planning/Intelligence Chief	
	Documentation	
	Situation Analysis	
	Logistics Chief	
	Supplies/Facilities	
	Staffing	
	Communications	
	Finance/Administration Chief (Activate this section for long term emergencies or when directed by district.)	
	Timekeeping	
	Purchasing	

For extremely small staffs, such as at specialized facilities, priority for assigning adults is as follows:

1. Incident Commander
2. Student Care
3. Medical (as needed)
4. Student Release
5. Search & Rescue Team (2-person minimum)
6. Planning/Intelligence Chief
7. Logistics Chief

Fill other assignments according to need and available staff. See sample Organizational Chart in Appendix.

Emergency Response Area Layout #1

**Remove this page
and insert your map of
the primary evacuation area.**

Insert a campus map with the primary evacuation area outlined and the following areas marked: (Consider safe distance from buildings and other potential hazards.)

- Supplies Container
- Command Post
- Student Assembly Area
- First Aid Areas: Immediate, Delayed, and Psychological (Consider access for emergency vehicles, a site not readily visible to students, press, parents. Entry to the first aid area will be a triage area. Separate psychologically traumatized students from physically injured students.)
- Morgue (Consider: Tile, concrete, or other impermeable, cool floor surface, access for vehicles, security, not visible to students, press, parents. Follow the Coroner's Guidelines.)
- Parent Request Gate (Consider the logical place for parents to arrive at school to pick up their students. Be sure that this gate is clearly posted at all times.)
- Parent Release Gate (Consider how far parents will be willing to walk. It should be separated from the Request Gate, but preferably in sight of the Request Gate.)
- Sanitation area for portable toilets and hand washing (Consider privacy and location of disposal area.)
- Traffic control pattern
- Media center
- Staging area (Locations set up at an incident where resources can be placed)
- Critical Incident Stress Debriefing Area for adults (A waiting area for adults whose children are not immediately available for release)

Emergency Response Area Layout #2

**Remove this page
and insert your map of the
backup evacuation area.**

Insert a campus map with the Backup Evacuation Area outlined and the following areas marked: (Consider safe distance from buildings and other potential hazards.)

- Supplies Container
- Command Post
- Student Assembly Area
- First Aid Areas: Immediate, Delayed, and Psychological (Consider access for emergency vehicles, a site not readily visible to students, press, parents. Entry to the first aid area will be a triage area. Separate psychologically traumatized students from physically injured students.)
- Morgue (Consider: Tile, concrete, or other impermeable, cool floor surface, access for vehicles, security, not visible to students, press, parents. Follow the Coroner's Guidelines.)
- Parent Request Gate (Consider the logical place for parents to arrive at school to pick up their students. Be sure that this gate is clearly posted at all times.)
- Parent Release Gate (Consider how far parents will be willing to walk. It should be separated from the Request Gate, but preferably in sight of the Request Gate.)
- Sanitation area for portable toilets and hand washing (Consider privacy and location of disposal area.)
- Traffic control pattern
- Media center
- Staging area (Locations set up at an incident where resources can be placed)
- Critical Incident Stress Debriefing Area for adults (A waiting area for adults whose children are not immediately available for release)

Emergency Response Area Layout #3

**Remove this page
and insert your map of the
indoor emergency set up.**

Remove this page and insert a third site map for planning a non-evacuation emergency, such as Sheltering in Place or a police emergency, with the following areas marked:

- Command Post
- Student Assembly Area
- First Aid Areas: Immediate, Delayed, and Psychological (Mark entrance for paramedics. Entry to the first aid area will be a triage area. Separate psychologically traumatized students from physically injured students.)
- Critical Incident Stress Debriefing Area for adults (A waiting area for adults whose children are not immediately available for release)
- Morgue (Consider: Tile, concrete, or other impermeable, cool floor surface, access for vehicles, security, not visible to students, press, parents. Follow the Coroner's Guidelines.)
- Parent Request Entrance (Consider the logical place for parents to arrive at school to pick up their students.)
- Parent Release Exit
- Signs for Shelter in Place
- Shelter in Place entrance for latecomers

Evacuation Routes for Abled and Disabled Students & Staff

**Remove this page
and insert your campus map
with evacuation routes.**

Remove this page and insert a campus map showing the primary and backup evacuation routes from all rooms in all buildings, leading to the primary and backup assembly areas. Mark the location of students and staff members with mobility impairments and note plans to get these people out of buildings safely.

Emergency Response Traffic Control Map

**Remove this page and insert
your traffic control map.**

Remove this page and insert a map of your campus and the surrounding streets. Work with the Police Department in planning traffic control in the event of an emergency.

American Red Cross Shelter Layout Map

**Remove this page and insert
your layout plan for use of
the school by the American
Red Cross as a community shelter.**

Remove this page and insert a map of your campus. Work with the school district and the local chapter of the American Red Cross in planning how the school will be used if it is designated as a shelter during an emergency.

Guidelines for Preparing a Buddy Teacher List

Consider:

1. Assign teachers in adjacent or nearby rooms as “buddies.”
2. Review evacuation routes.
3. After incident & classroom status check, buddy teachers check with each other to determine: each other’s health status, need to assist with injuries, need to stay with injured students, etc. If possible, injured students should not be left alone.
Remember: Teacher’s responsibility is to all students, but in situations which threaten the lives of all, **do the greatest good for the greatest number.**
4. If necessary, one buddy teacher will evacuate both classrooms. Students should exit **without** the teacher leading them. Teacher should stay back to check the classroom & close the door (do not lock). If both buddy teachers are available for evacuation, one leads and the other brings up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
5. Once in assembly area, buddy classrooms line up next to each other for student accounting. All teachers are to fill out written Student Accounting Forms to be delivered to the Command Post. Assembly area buddy assignment may or may not be the same as classroom buddy.
6. Each classroom kit should contain teacher’s class roster **as well as** buddy classroom roster.
7. **Immediately** following student accounting, one member of each buddy team checks in at the Command Post.
8. In emergency situations which do not involve evacuation, it may be necessary to move all students from one buddy’s classroom into the other. One of the teachers is then available for assignment.
9. Be sure that substitute teachers know the emergency procedures as well as who and where their buddy teacher is.

**Remove this page
and insert the buddy
teacher list here.**

Hazard Identification

from Guidebook for Developing a School Earthquake Safety Program

Federal Emergency Management Agency, FEMA 88

This section is intended to help you identify potential earthquake hazards at your school. Regardless of your current capability to reduce hazards, simply knowing what to expect is the foundation of quality plans and procedures for conducting classroom and post-earthquake building evacuation drills and for preparing response and shelter plans.

Your hazard assessment should also consider the potential impact of a major earthquake on your community and the probable hazards it could cause. This broad view will help you to anticipate extraordinary problems. For example, additional plans will be required if your school is located below a dam or near a hazardous materials site.

Checklists in this section cover:

- How to identify potential earthquake hazards in classrooms.
- How to identify prevalent hazards throughout school buildings.
- How to identify potential earthquake hazards along building evacuation routes.
- How to identify potential earthquake hazards in the neighborhood and community.

As you identify potential hazards, put into perspective those you can eliminate, reduce, or only anticipate. You'll discover that many hazards can be reduced substantially or even eliminated with little effort and no cost (e.g., removal of heavy objects from high shelves). Other hazard reduction measures might be phased into your routine maintenance schedule. Since the more costly measures are likely to compete with other budget items, you may wish to develop a plan to reduce a few hazards each year.

STEP ONE: Obtain or draw a map of school and school grounds.

This combination plot map and floor plan will serve many purposes. It will be used to note potential hazards and the location of utilities, emergency equipment, and supplies. Further, it will provide a basis for (1) establishing an evacuation route; (2) identifying a safe, open-space assembly area; and (3) developing procedures for conducting emergency response activities (e.g., search and rescue, damage assessment, etc.).

Mark clearly by name the location of classrooms, library, and other activity rooms, restrooms, heating plant, hallways, and all doors and closets. In addition, locate:

- Main shut-off valves for water and gas
- Electrical power master switch
- Stoves, heating/air-conditioning equipment
- Chemical storage and gas lines in laboratories
- Hazardous materials stored by custodians and gardeners

- Portable, battery-powered PA equipment / radios / lighting
- Fire extinguishers
- First-aid equipment
- Outside water faucets / hoses
- Overhead power lines
- Sewer lines
- Underground gas lines

As you work through this and subsequent steps, make a list of your information needs, such as the locations of sewer and underground gas lines. Then contact the appropriate information source(s) in your school district or community (e.g., the Fire Department or Public Works Office).

STEP TWO: Identify potential earthquake hazards in classrooms.

The checklist below will help you identify common classroom earthquake hazards that can be reduced or eliminated at little or no cost. You may wish to task a subcommittee to survey each classroom. Or you may decide to ask classroom teachers to conduct their own hazard assessment. The **Classroom Hazard Inventory** form can be used with either approach.

Your committee can use the information from the completed inventory forms to (1) determine the scope of potential classroom hazards throughout the school, and (2) develop plans to reduce these hazards.

- ☐ Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?
- ☐ Are heavy objects removed from high shelves?
- ☐ Are aquariums and other potentially hazardous displays located away from seating areas?
- ☐ Is the TV monitor securely fastened to a securely fastened platform?
- ☐ Is the TV monitor securely attached to a portable (rolling) cart with lockable wheels?
- ☐ Is the classroom piano secured against rolling during an earthquake?
- ☐ Are wall-mounted objects (clocks, maps, etc.) secured against falling?
- ☐ Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?

Classroom Hazard Inventory

Date: _____ **Room No.** _____

Indicate number of:

- | | |
|----------------------------|-----------------------------------|
| ___ Unsecured bookcases | ___ TV monitor unsecured on |
| ___ platform | |
| ___ Unsecured wall shelves | ___ TV monitor on wheeled cart |
| ___ Free-standing cabinets | ___ Classroom piano on wheels |
| ___ Hanging plants | ___ Heavy objects on high shelves |

List other hazards identified: _____

COMMITTEE WORK PLAN CLASSROOM HAZARD ASSESSMENT

- Tally classroom hazards from **Classroom Hazard Inventory** forms.
- Recommend remedies/objectives.
- Develop and assign tasks.

Planning Problem: Classrooms contain:

- | | |
|--------------------------------------|---------------------------|
| ___ unsecured bookcases | ___ rolling pianos |
| ___ unsecured wall shelves | ___ hanging plants |
| ___ unsecured freestanding cabinets, | ___ heavy objects on high |
| shelves | |
| ___ unsecured TV monitors and VCRs | |

(Give numbers of bookcases, cabinets, etc., involved.)

Recommendation: Determine and implement best procedures for securing bookcases, cabinets, wall shelves, TVs, and rolling pianos.

Tasks:

- Meet with maintenance personnel at school or district office.
- Determine whether or not parents can be recruited to help.
- Determine cost of bolts, brackets, etc.
- Identify possible funding support.
- Establish work schedule.
- Conduct project.

Person Responsible: _____ **Report Due:** _____

STEP THREE: Identify common earthquake (and other) hazards throughout school buildings.

- ___ Are toxic, corrosive, and flammable materials securely stored to withstand falling and breaking?
- ___ Are warning signs posted in areas housing hazardous materials?
- ___ Are appliances (e.g., water or space heaters) securely anchored?
- ___ Are fire extinguishers checked annually (or in accordance with fire code requirements)?
- ___ Are fire extinguishers secured against falling?
- ___ Are office file cabinets secured against falling; do file drawers have adequate latches to prevent contents from spilling?
- ___ Are light fixtures adequately supported?
- ___ Are windows near exits made of safety glass?
- ___ Are “portable” buildings properly tied to foundations?
- ___ Are automatic gas shut-off valves installed?

Windows, especially large pane windows, are prevalent hazards throughout the school. Shatter resistant plastic film will hold together fragments of window panes that crack in an earthquake. Plexiglas and similar products will not shatter during earthquakes.

STEP FOUR: Identify potential hazards along building evacuation routes.

The key to developing procedures for a quick and orderly evacuation is a thorough assessment of the hazards likely to be encountered en route from classroom and other activity rooms to safe, open-space areas. Your local Fire Department can help with this assessment and subsequent planning steps.

- ___ Do hallways and/or doors contain glass panels?
- ___ Are these panels of safety (tempered) glass?
Check fire code requirements for safety glass along evacuation routes.
- ___ Do lockers, bookshelves, and other storage units line hallways?
Following an earthquake, hallways may be cluttered with debris from ceilings, fallen light fixtures, broken glass, and toppled storage units. Students should be advised to anticipate these hazards.
- ___ Is lighting dependent on electricity rather than sunlight?
If the lighting system fails in enclosed hallways or stairways, resulting darkness will make it difficult to navigate safely. If emergency (battery-powered) lights are available, be sure to secure them against falling.
- ___ Does your school building have elevators?
*Elevators are extremely vulnerable to damage from earthquakes. Ground shaking may cause counterweights and other components to be torn from their connections, causing extensive damage to elevator cabs and operating mechanisms.
Post signs near elevators prohibiting their use in the event of fire AND earthquakes.*
- ___ Do building exit routes pass through arcades, canopies, or porch-like structures?
Columns supporting arcades or porches may fail and roof overhangs may sag or fall.
- ___ Are clay or slate tiles on roofs of school buildings?

- ___ Is school building faced with parapets, balconies, or cornices?
Roof tiles, parapets, balconies, cornices, and other facades and decorations may fall during an earthquake. And, because they have been weakened, these components may fall after the ground stops shaking.

The greatest danger exists directly outside building exits. Students should be cautioned to move quickly past these hazardous areas.

- ___ Are gas, sewer, and power lines near outdoor assembly area?

STEP FIVE: Identify potential hazards in the neighborhood surrounding your school.

Locate the following potential hazards on a street map available from your city's Planning Office, Chamber of Commerce, or an auto club:

- Facilities containing toxic, chemically reactive, and radioactive materials (manufacturers and users; e.g., gas stations)
- High-voltage power lines
- Transportation routes of vehicles carrying hazardous materials (freeways, railroad tracks)
- Major underground gas and oil pipelines
- Underground utility vaults and above-ground transformers
- Multi-story buildings vulnerable to damage or collapse
- Water towers, water tanks

Many of the above potential hazards are not readily apparent. Help in identifying their location may be obtained from your Fire Dept., city/county Public Works Office, and Building Inspection Dept.

STEP SIX: Determine the vulnerability of your community to the following earthquake effects:

- Strong to violent ground shaking
- Flooding from collapsed dams/Levees
- Landslides
- Tsunami (seismic sea waves)

Note: Information on techniques to mitigate many of these hazards is described in **Identification and Reduction of Nonstructural Earthquake Hazards in California Schools**, developed by the Bay Area Regional Earthquake Preparedness Project and the Office of the State Architect.

Recommended Emergency Supplies

(Drawn from lists created by the CA Senate Select Committee on the Northridge Earthquake, Task Force on Education, August, 1994)

Water:

½ gallon per person per day times three days, with 3 ½ oz. paper cups, 5/day/person

First Aid:

4 x 4" compress: 1000 per 500 students
8 x 10" compress: 150 per 500 students
Kerlix bandaging: 1 per student
Ace wrap: 2-inch: 12 per campus
 4-inch: 12 per campus
Triangular bandage: 24 per campus
Cardboard splints: 24 each, sm, med. Lg.
Steri-strips or butterfly bandages:
50/campus
Aqua-Blox (water) cases:
 0.016 x students + staff = # cases
 (for flushing wounds, etc.)
Neosporin: 144 squeeze packs/campus
Hydrogen peroxide: 10 pints/campus
Bleach, 1 small bottle

Plastic basket or wire basket stretchers
 or backboards: 1.5/100 students
Scissors, paramedic: 4 per campus
Tweezers: 3 assorted per campus
Triage tags: 50 per 500 students
Latex gloves: 100 per 500 students
Oval eye patch: 50 per campus
Tapes: 1" cloth: 50 rolls/campus
 2" cloth: 24 per campus
Dust masks: 25/100 students
Disposable blanket: 10 per 100 students
First Aid Books 2 standard and 2
 advanced per campus
Space blankets: 1/student and staff
Heavy duty rubber gloves, 4 pair

Sanitation Supplies:

1 toilet kit per 100 students/staff, to include:
1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
Soap and water, in addition to the wet wipes, is strongly advised.

Search and Rescue Equipment:

Adjust the number of S&R teams according to the size and complexity of the campus.
Teams must consist of a minimum of two persons.

Protective gear per team member:

Hard hat, OSHA approved
Identification vest
Gloves, leather work and latex
Goggles, safety
Dust mask
Flash light, extra batteries
 (Attach flashlight to hard hat)
Duffle or tote bag to carry equipment

Gear per S&R team:

Back pack with First Aid supplies
Master keys

Tools per campus:

2 Pry bars 5'-6'
Pick ax, 6#
Sledge hammer, 10#
Square shovel
Round shovel

Tools, per campus, continued:

Utility shut off wrench, 1/utility
3 rolls barrier tape 3" x 1000"
Broom, street grade
Pliers, adjustable, 10"
Pliers, lineman, 8"

Pry bar, 24"
 Hacksaw, mini folding
 Bolt cutters, 18"
 Hammer, 3#
 Tape, duct
 Plastic bags - 6

 Folding shovel
 Angle head flashlight

Screwdriver, 6"
 Screwdriver, Phillips, 4"
 Utility knife
 Container to hold tools
 Cribbing (if trained):
 18 - 2"x 4"s
 15 - 4"x 4"s
 6 wedges

Classroom kit per classroom:

Work gloves, leather
 Latex gloves, 3 pr.
 Safety goggles, 1 pr.
 Pressure dressings, 3
 Space blankets, 3
 Tarp or ground cover
 Student Accounting Forms, blank

Student disaster cards
 Buddy classroom list
 Pens, paper
 Whistle
 Student activities
 Suitable container for supplies
 Push broom, 1 per building

Other Supplies:

3' x 6' folding tables, 3-4
 Chairs, 12-16
 Identification vests, preferably color
 coded per school plan
 Clipboards with Job Descriptions
 Extra clipboards

Office supplies: pens, paper, etc.
 Signs for Student Request and Release
 Alphabetical Dividers for Request Gate
 Copies of all necessary forms
 Cable to connect car battery for
 emergency power

Food:

The bulk of stored food should be non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value. The recommended amount is three days' supply for each student and staff member.

Storage:

All storage containers for supplies must be organized, bug-free, water tight, secure from vandals, and, if possible, kept cool. Ventilators on the roofs of storage containers allow vandals access. Some schools have purchased used refrigerated cargo containers or sprayed insulation inside the container. Containers should be located on a paved, level surface, away from hazards, preferably in a shaded area. It is highly recommended that shelves be installed to hold and organize the supplies. Secure all supplies from damage during ground shaking. Local fire departments should have keys to the storage container

for access to supplies in the event of any local emergency with an agreement to replace the supplies within 72 hours.

Shelter-in-Place Kit per room:

Duct Tape, 2 rolls

Scissors

Towels

Water in containers

Toilet Supplies

Portable Radio, batteries

Flashlight

**Note on your
Emergency**
Where located?
Who has the

**Insert your
Site Emergency Supplies
Inventory Here**

**Site
Supplies List:**
keys?

Part II

Incident Response

Job Descriptions and Checklists

This part is to be used for drills, exercises, and real emergencies. Document all actions taken. Check Part III for Hazard Specific Response Procedures and the Appendix for necessary forms.

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Planning/Intelligence Section:			
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Finance/Administration Section:			
Finance/Administration Chief		54	
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Student Care: Teacher Responsibilities

Personnel:	All teachers and substitute teachers
Responsibilities:	<ul style="list-style-type: none"> <input type="checkbox"/> Assess situation and remain calm. <input type="checkbox"/> If ground is shaking, lead Duck, Cover, and Hold On. <input type="checkbox"/> Calm, direct, and give aid to students. Assist seriously injured students if possible. <p>Lockdown or Shelter in Place:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If gunfire or explosions are heard, get everyone to lie flat on the floor. <input type="checkbox"/> If Shelter in Place is activated, follow procedures. <p>Evacuation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check with buddy teacher and assist as necessary. <input type="checkbox"/> Take classroom kit, emergency cards and roll book. <input type="checkbox"/> Evacuate to emergency assembly area: <ul style="list-style-type: none"> • Check buddy teacher and assist if necessary or evacuate both classes together. • Use safest route, alert for hazards; quickly and quietly • Door closed but unlocked for Search & Rescue access <p>Assembly Area:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instruct students to sit on grass or blacktop. <input type="checkbox"/> Take attendance and complete "Student Accounting Form." <input type="checkbox"/> One of each pair of buddy teachers takes accounting forms to Documentation and reports for assignment at Command Post. <p>Remaining Supervising Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supervise and reassure students. <input type="checkbox"/> Administer first aid as necessary, or send student to First Aid area with his/her emergency card. <input type="checkbox"/> Fill out "Notice of First Aid Care" form if first aid is given. Retain one copy; attach the other to the emergency card. <input type="checkbox"/> Locate emergency cards for each student. <input type="checkbox"/> Keep a record of location of all students at all times, using the Student Accounting Form. <input type="checkbox"/> Be alert for latent signs of injury/shock in <i>all</i> students. <p>Student Release:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student runners will bring form requesting student. <input type="checkbox"/> Note that student has left on the Student Accounting Form. <input type="checkbox"/> Send emergency card and any first aid forms with student. <input type="checkbox"/> Student will accompany runner to release area. <input type="checkbox"/> If parent demands child, breaking release procedure, make appropriate notations, describing incident, on emergency card and store in classroom kit. Avoid confrontations.
The staff needs to speak with one voice. Only the Public Information Officer will release information to parents or the general public.	
Equipment/Supplies	<p>Class lists</p> <p>Student Information Sheets or Emergency Cards</p> <p>First Aid kit and classroom kit (if available)</p> <p>Forms: Student Accounting Form</p> <p style="padding-left: 40px;">Notice of First Aid Care</p> <p>Clipboard</p> <p>Pen or pencil</p>

Support Staff Responsibilities

Personnel:

- | | |
|-------------------|-----------------------|
| Librarian | Guidance Counselors |
| Cafeteria Workers | ESL |
| RSP | Maintenance Workers |
| SDC | Day Care |
| Speech | ROP |
| Aides | Curriculum Specialist |
| Campus Volunteers | Deans |
| Resource Teachers | Custodians |
| Counselors | |

Responsibilities:

- ☐ Follow standard safety procedures.
- ☐ **If with students, follow Classroom Teacher Responsibility guidelines.**
- ☐ Check in at Command Post for assignment.
- ☐ Report any known injuries or damage.
- ☐ Use safety equipment and follow directions.

Student Support Teams (Optional)

Personnel: Pre-selected students inserviced on emergency procedures with parental permission to serve in this capacity. Students should never be placed in hazardous or potentially traumatic situations or unsupervised positions of responsibility for the safety of others.

Responsibilities:

- ☐ Report to classroom location for roll call.
- ☐ *After* roll is taken, check in at Command Post for assignment.

Possible assignments may include:

- Runners for student release or delivery of written information to/from Command Post.
- Assist in set up of student release and other response locations.
- Assist Student Care Director by delivering or assembling equipment (portable toilets and enclosures), distributing water, or acting as information runners.
- Assist in recreational activities for students.

Equipment/Supplies: Orange safety vest (if available)
Others issued as necessary

Section: Command Incident Commander

Responsibilities:	<p>The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations.</p> <p>Ensure the safety of students, staff and others on campus.</p> <p>Lead by example: your behavior sets tone for staff and students.</p>
Start-up Actions	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain your personal safety equipment; i.e., hard hat, vest, clipboard (with job description sheet). <input type="checkbox"/> Assess type and scope of emergency. <input type="checkbox"/> Determine threat to human life and structures. <input type="checkbox"/> Implement emergency/disaster plan and hazard specific procedures. <input type="checkbox"/> Develop and communicate an incident action plan with objectives and a time frame to meet those objectives. <input type="checkbox"/> Activate functions (assign positions) as needed. <ul style="list-style-type: none"> • Fill in “Incident Assignments” form • Appoint a backup or alternate IC
Ongoing Operational Duties:	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to monitor and assess total school situation: <ul style="list-style-type: none"> • View site map periodically for Search & Rescue progress and damage assessment information. • Check with chiefs for periodic updates. • Reassign personnel as needed. <input type="checkbox"/> Report (through Communications) to school district on status of students, staff, campus as needed. (Site Status Report) <input type="checkbox"/> Develop and communicate revised incident action plans as needed. <input type="checkbox"/> Begin student release when appropriate. <p>NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent of Schools, except individuals on request of parent/guardian.</p> <input type="checkbox"/> Authorize release of information. <input type="checkbox"/> Utilize your back up; plan and take regular breaks, 5-10 minutes/hour, relocate away from the CP. <input type="checkbox"/> Plan regular breaks for all staff and volunteers. Take care of your caregivers! <input type="checkbox"/> Release teachers as appropriate per district guidelines. By law, during a disaster, teachers become “disaster workers.” <input type="checkbox"/> Remain on and in charge of your campus until redirected or released by the Superintendent of Schools.
Closing Down:	<ul style="list-style-type: none"> <input type="checkbox"/> Authorize deactivation of sections, branches, or units when they are no longer required. <input type="checkbox"/> At the direction of the Superintendent of Schools, deactivate the entire emergency response. If the Fire Department or other outside agency calls an “All Clear,” contact the district before taking any further action. <input type="checkbox"/> Ensure that any open actions not yet completed will be taken care of after deactivation. <input type="checkbox"/> Ensure the return of all equipment and reusable supplies to Logistics. <input type="checkbox"/> Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.

- ☐ Proclaim termination of the emergency and proceed with recovery operations if necessary.

**Command Post
Equipment/
Supplies:**

Campus map	Job description clipboards
Master keys	Command post tray (pens, etc.)
Staff & student rosters	School district radio
Disaster response forms	Campus 2-way radios
Emergency/disaster plan	AM/FM radio (battery)
Duplicate rosters (2 sets)	Bullhorn
Tables & chairs (if CP is outdoors)	
Vests (if available)	
Campus Emergency Planning Guidelines	

Section: Command Safety Officer

Responsibilities: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Start Up Actions:

- ☐ Check in with Incident Commander for situation briefing.
- ☐ Obtain necessary equipment and supplies from Logistics.
- ☐ Put on position identifier, such as vest, if available.
- ☐ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - Messages received
 - Action taken
 - Decision justification and documentation
 - Requests filled

Operational Duties:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down:

- ☐ When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- ☐ Return equipment and reusable supplies to Logistics.

**Equipment/
Supplies:**

- Vest or position identifier, if available
- Hard hat, if available
- Clipboard, paper, pens
- Two-way radio, if available

Section: Command

Public Information Officer (PIO)

Personnel: Available staff with assistance from available volunteers

Policy: The public has the right and need to know important information related to emergencies/disaster at the school site *as soon as it is available*.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents).

Information released must be consistent, accurate, and timely.

Start-Up Actions:

- ☐ Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander (IC).
- ☐ Identify yourself as the “PIO” (vest, visor, sign, etc.)
- ☐ Consult with district PIO to coordinate information release.
- ☐ Assess situation and obtain statement from IC. Tape-record if possible.
- ☐ Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ☐ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties:

- ☐ Keep up-to-date on the situation.
- ☐ Statements must be approved by the IC and should reflect:
 - Reassurance — EGBOK — “Everything’s going to be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.
- ☐ **Read** statements if possible.
- ☐ When answering questions, be complete & truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- ☐ **Remind school site/staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- ☐ Update information periodically with IC.
- ☐ Ensure announcements & other information are translated into other languages as needed.

- ☐ Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down:

- ☐ At the Incident Commander's direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- ☐ Return equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/
Supplies:**

Public information kit consists of:

ID vest

Battery operated AM/FM radio

Paper/pencils/marketing pens

Scotch tape/masking tape

Scissors

School site map(s) and area maps

- 8-1/2 x 11 handouts

- Laminated poster board size
for display

Forms: Disaster Public Information Release Work Sheet

Sample Public Information Release

School Profile or School Accountability Report Card (SARC)

Section: Command Liaison Officer

Responsibilities:	The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
Start Up Actions:	<ul style="list-style-type: none"><input type="checkbox"/> Check in with Incident Commander (IC) for situation briefing.<input type="checkbox"/> Determine your personal operating location and set up as necessary.<input type="checkbox"/> Obtain necessary equipment and supplies from Logistics.<input type="checkbox"/> Put on position identifier, such as vest, if available.<input type="checkbox"/> Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
Operational Duties:	<ul style="list-style-type: none"><input type="checkbox"/> Brief Agency Representatives on current situation, priorities and incident action plan.<input type="checkbox"/> Ensure coordination of efforts by keeping IC informed of agencies' action plans.<input type="checkbox"/> Provide periodic update briefings to Agency Representatives as necessary.
Closing Down:	<ul style="list-style-type: none"><input type="checkbox"/> At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.<input type="checkbox"/> Return equipment and reusable supplies to Logistics.<input type="checkbox"/> Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/ Supplies:	Vest or position identifier, if available Two-way radio, if available Clipboard, paper, pens

Section: Operations

Operations Chief

Responsibilities:	<p>The Operations Chief manages the direct response to the disaster, which can include the following:</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">Site Facility Check/Security Search & Rescue Medical</div> <div style="text-align: center;">Student Care Student Release</div> </div>
Start-Up Actions:	<ul style="list-style-type: none"> <input type="checkbox"/> Check in with Incident Commander for situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies from Logistics. <input type="checkbox"/> Put on position identifier, such as vest, if available.
Operational Duties:	<ul style="list-style-type: none"> <input type="checkbox"/> Assume the duties of all operations positions until staff is available and assigned. <input type="checkbox"/> As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. <input type="checkbox"/> If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed. <input type="checkbox"/> Coordinate Search & Rescue operations. Appoint S&R Team Leader to direct their operations if necessary. <input type="checkbox"/> As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander. <input type="checkbox"/> Inform the Incident Commander regarding tasks and priorities. <input type="checkbox"/> Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities. <input type="checkbox"/> Schedule breaks and reassign Operations staff within the section as needed.
Closing Down:	<ul style="list-style-type: none"> <input type="checkbox"/> At the Incident Commander's (IC) direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping. <input type="checkbox"/> Return equipment and reusable supplies to Logistics. <input type="checkbox"/> When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/ Supplies:	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> Vest or position identifier, if available S&R equipment </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> Two-way radio job description clipboard, paper, pens </div> <div>Forms: Search & Rescue maps, large campus map</div>

Section: Operations

Site Facility Check/Security

- Personnel:** Staff as assigned. Work in pairs.
- Responsibilities:** Take no action that will endanger yourself.
- Start Up Actions:**
- ☐ Wear hard hat and orange identification vest if available.
 - ☐ Take appropriate tools, job description clipboard, and radio.
 - ☐ Put batteries in flashlight if necessary.
- Operational duties:**
- ☐ As you do the following, observe the campus and report any damage by radio to the Command Post.*
 - ☐ Lock gates and major external doors.
 - ☐ Locate/control/extinguish small fires as necessary.
 - ☐ Check gas meter and, *if gas is leaking*, shut down gas supply.
 - ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post (CP).
 - ☐ Post yellow caution tape around damaged or hazardous areas.
 - ☐ Verify that campus is “locked down” and report same to CP.
 - ☐ Advise CP of all actions taken for information and proper logging.
 - ☐ Be sure that the entire campus has been checked for safety hazards and damage.
 - ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
 - ☐ Route fire, rescue, police, etc. as appropriate.
 - ☐ Direct all requests for information to the Public Information Officer.
- Closing Down:**
- ☐ Return equipment and reusable supplies to Logistics.
 - ☐ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Equipment/Supplies:**
- Wear vest, hard hat, work gloves, and whistle.
- Carry campus 2-way radio, master keys, and clipboard with job description
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools — for gas &

(crescent wrench)

***Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations

Search and Rescue Team Leader

Safety Rules:

Buddy system: Minimum of 2 persons per team.

Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.

Follow all operational and safety procedures.

Start-up Actions:

- ☐ Obtain all necessary equipment from container. See list below.
- ☐ Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ Assign teams based on available manpower, minimum 2 persons per team.

Operational Duties:

- ☐ Perform visual check of outfitted team leaving CP; include radio check. Teams must wear sturdy shoes and safety equipment.
- ☐ Record names and assignments before deploying teams.
- ☐ Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
- ☐ Remain at Command Post (CP) in radio contact with S&R Teams.
- ☐ Record all teams' progress and reports on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C" on the map.
- ☐ If injured students are located, consult Operations Chief for response. Utilize Transport teams, or send a First Aid Team.
- ☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map).
- ☐ Keep radio communication brief and simple. No codes.*

Closing Down:

- ☐ Record the return of each S&R team. Direct them to return equipment and report for additional assignment to Logistics.
- ☐ Provide maps & logs to the Documentation Unit.

Equipment/

Teams wear vest, hard hat, work and latex gloves, & whistle with **Supplies:** master keys on lanyard. One member wears first aid backpack.

Teams carry campus 2-way radio and clipboard with job description and map indicating search plan.

Teams carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.

*** Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations

Search and Rescue Teams

Safety:

Buddy system: Minimum of 2 persons per team.

Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.

Follow all operational and safety procedures.

Start-up Actions:

- ☐ Obtain all necessary equipment from container. See list below. **You must be wearing sturdy shoes and long sleeves.** Put batteries in flashlight.
- ☐ Check at Command Post (CP) for assignment.

Operational Duties:

- ☐ Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- ☐ When injured victim is located, team transmits location, number, and condition of injured to CP. Do not use names of students or staff. Follow directions from CP.
- ☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map and report information to CP.
- ☐ Keep radio communication brief and simple. No codes.

Closing Down: Equipment/

- ☐ Return equipment to Logistics. Provide maps and logs to the Documentation Unit. Wear vest, hard hat, work and latex gloves, & whistle with master **Supplies:** keys on neck lanyard. Wear first aid backpack. Carry campus 2-way radio and clipboard with job description & map indicating search plan. Carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.

*** Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations

Medical Team Leader

Responsibilities: The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander (IC) when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- Start-Up Actions:**
- ☐ Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs.
 - ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
 - ☐ Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
 - ☐ Assess available inventory of supplies & equipment.
 - ☐ Review safety procedures and assignments with personnel.
 - ☐ Establish point of entry (“triage”) into treatment area.
 - ☐ Establish “immediate” and “delayed” treatment areas.
 - ☐ Set up a separate Psychological First Aid area if staff levels are sufficient.

- Operational Duties:**
- ☐ Oversee care, treatment, and assessment of patients
 - ☐ Ensure caregiver and rescuer safety
 - ☐ Latex gloves for protection from body fluids; replace with new gloves for each new patient.
 - ☐ Make sure that accurate records are kept.
 - ☐ Provide personnel response for injuries in remote locations or request Transport Team from Logistics.
 - ☐ If needed, request additional personnel from Logistics.
 - ☐ Brief newly assigned personnel.
 - ☐ Report deaths immediately to Operations Chief.
 - ☐ Keep Operations Chief informed of overall status.
 - ☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
 - ☐ Stay alert for communicable diseases and isolate appropriately.
 - ☐ Consult with Student Care Director regarding health care, medications, and meals for students with known medical conditions (diabetes, asthma, etc.).

- Closing Down:**
- ☐ At the Incident Commander’s direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
 - ☐ Return equipment and reusable supplies to Logistics.
 - ☐ When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:

First Aid Supplies: See list below

Job description clipboards	Marking pens
Stretchers	Blankets
Vests, if available	Quick reference medical guides
Tables & chairs	Ground cover/tarps
Staff and student medication from health office	
Forms: Notice of First Aid Care	
Medical Treatment Victim Log	

Recommended First Aid Supplies:

4 x 4" compress: 1000 per 500 students

8 x 10" compress: 150 per 500 students

Kerlix bandaging: 1 per student

Ace wrap: 2-inch: 12 per campus

4-inch: 12 per campus

Triangular bandage: 24 per campus

Cardboard splints: 24 each, sm, med. Lg.

Steri-strips or butterfly bandages: 50/campus

Aqua-Blox (water) cases:

0.016 x students + staff = # cases

(for flushing wounds, etc.)

Neosporin: 144 squeeze packs/campus

Hydrogen peroxide: 10 pints/campus

Bleach, 1 small bottle

Plastic basket or wire basket stretchers
or backboards: 1.5/100 students

Scissors, paramedic: 4 per campus

Tweezers: 3 assorted per campus

Triage tags: 50 per 500 students

Latex gloves: 100 per 500 students

Oval eye patch: 50 per campus

Tapes: 1" cloth: 50 rolls/campus

2" cloth: 24 per campus

Dust masks: 25/100 students

Disposable blanket: 10 per 100 students

First Aid Books: 2 standard and 2 advanced per
campus

Space blankets: 1/student and staff

Heavy duty rubber gloves, 4 pair

Section: Operations

Medical Team

Personnel: First-aid trained staff and volunteers

Responsibilities: ☐ Use approved safety equipment and techniques.

Start-Up Actions: ☐ Obtain & wear personal safety equipment including latex gloves.
☐ Check with Medical Team Leader for assignment.

Operational Duties: ☐ Administer appropriate first aid.
☐ **Keep accurate records of care given.**
☐ Continue to assess victims at regular intervals.
☐ Report deaths immediately to Medical Team Leader.
☐ If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
☐ Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.
 One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess if not tagged.
 Second team member logs victims' names on form and sends forms to CP as completed.

Treatment Areas (“Immediate” & Delayed”)

- ☐ Staff with minimum of 2 team members per area, if possible.
- ☐ One member completes secondary head-to-toe assessment.
- ☐ Second member records information on triage tag and on-site treatment records.
- ☐ Follow categories: Immediate, Delayed, Dead
- ☐ When using 2-way radio, do not use names of injured or dead.

Closing Down: ☐ Return equipment and unused supplies to Logistics.
☐ Clean up first aid area. Dispose of hazardous waste safely.
☐ Complete all paperwork and turn into the Documentation Unit.

Equipment/ First-aid supplies (See list below)

Supplies: Job description	clipboards	Marking pens
	Stretchers	Blankets
	Vests, if available	Quick reference medical guides

Tables & chairs	Ground cover/tarps
Staff and student medication from health office	
Forms: Notice of First Aid Care	
Medical Treatment Victim Log	

Recommended First Aid Supplies:

4 x 4" compress: 1000 per 500 students
 8 x 10" compress: 150 per 500 students
 Kerlix bandaging: 1 per student
 Ace wrap: 2-inch: 12 per campus
 4-inch: 12 per campus
 Triangular bandage: 24 per campus
 Cardboard splints: 24 each, sm, med. Lg.
 Steri-strips or butterfly bandages: 50/campus
 Aqua-Blox (water) cases:
 $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
 (for flushing wounds, etc.)
 Neosporin: 144 squeeze packs/campus
 Hydrogen peroxide: 10 pints/campus
 Bleach, 1 small bottle

Plastic basket or wire basket stretchers
 or backboards: 1.5/100 students
 Scissors, paramedic: 4 per campus
 Tweezers: 3 assorted per campus
 Triage tags: 50 per 500 students
 Latex gloves: 100 per 500 students
 Oval eye patch: 50 per campus
 Tapes: 1" cloth: 50 rolls/campus
 2" cloth: 24 per campus
 Dust masks: 25/100 students
 Disposable blanket: 10 per 100 students
 First Aid Books 2 standard and 2
 advanced per campus
 Space blankets. 1/student and staff

Section: Operations, Medical Branch Morgue

- Personnel:** To be assigned by the Operations Chief if needed.
- Start-Up Actions:**
- ☐ Check with Operations Chief for direction.
 - ☐ If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner's vehicle
 - Remote from assembly area
 - Security: Keep unauthorized persons out of morgue.
 - Maintain respectful attitude.
- Operational Duties:**
- ☐ After pronouncement or determination of death:
 - ☐ ***Confirm that the person is actually dead.***
 - ☐ ***Do not*** move the body until directed by Command Post (CP).
 - ☐ ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
 - ☐ As soon as possible, ***notify Operations Chief***, who will notify the CP, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the Coroner.
 - ☐ Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - ☐ Write the following information on two tags.
 - Date and time found.
 - Exact location where found.
 - Name of decedent if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
 - ☐ Attach one tag to body.
 - ☐ If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
 - ☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- Closing Down:**
- ☐ After all bodies have been picked up, close down the Morgue.
 - ☐ Return equipment and unused supplies to Logistics.
 - ☐ Clean up area. Dispose of hazardous waste safely.
 - ☐ Complete all paperwork and turn into the Documentation Unit.
- Equipment/Supplies:**
- | | |
|--------------------|----------------|
| Tags | Vicks Vapo Rub |
| Pens/Pencils | Plastic tarps |
| Plastic trash bags | Stapler |
| Duct tape | 2" cloth tape |

Section: Operations

Student Care

Personnel:	Classroom teachers, substitute teachers, and staff as assigned.
Responsibilities:	Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area.
Start Up Actions:	<input type="checkbox"/> Wear identification vest if available. <input type="checkbox"/> Take job description clipboard, & radio. <input type="checkbox"/> Check in with Operations Chief for situation briefing. <input type="checkbox"/> Assign personnel to assignments as needed. <input type="checkbox"/> If school is evacuating: <ul style="list-style-type: none"> • Verify that the assembly area and routes to it are safe. • Count or observe the classrooms as they exit, to make sure that all classes evacuate. • Initiate the set-up of portable toilet facilities and hand-washing stations.
Operational duties:	<input type="checkbox"/> Monitor the safety and well-being of the students and staff in the Assembly Area. <input type="checkbox"/> Administer minor first aid as needed. <input type="checkbox"/> Support the Student Release process by releasing students with appropriate paperwork. <input type="checkbox"/> When necessary, provide water and food to students and staff. <input type="checkbox"/> Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease. <input type="checkbox"/> Make arrangements to provide shelter for students and staff. <input type="checkbox"/> Arrange activities and keep students reassured. <input type="checkbox"/> Update records of the number of students and staff in the assembly area (or in the buildings). <input type="checkbox"/> Direct all requests for information to the PIO.
Closing Down:	<input type="checkbox"/> Return equipment and reusable supplies to Logistics. <input type="checkbox"/> When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/ Supplies:	Vest, campus 2-way radio Clipboard with job description Ground cover, tarps First aid kit, water, food, sanitation supplies Student activities: books, games, coloring books, etc. Forms: Student Accounting Notice of First Aid Care

Section: Operations

Student Release

- Personnel:** School Secretary, available staff and disaster volunteers. Use buddy system. Student Release process is supported by student runners.
- Responsibilities:** Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.
- Start-Up Actions:**
- ☐ Obtain and wear vest or position identifier, if available.
 - ☐ Check with Operations Chief for assignment to Request Gate or Release Gate.
 - ☐ Obtain necessary equipment and forms from Logistics.
 - ☐ Secure area against unauthorized access. Mark gates with signs.
 - ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
 - ☐ Have Student Release Forms available for parents outside of fence at Request Gate. Assign volunteers to assist.
 - ☐ Set up Release Gate some distance from Request Gate.
- Operational Duties:**
- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
 - ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
 - ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID. to Logistics. If they are not registered (do not have badges), direct them to a branch library to register.
- Procedures:**
- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
 - ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
 - ☐ Staff instructs the requester to proceed to the Release Gate.
 - ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
 - ☐ Runner takes form(s) to the designated classroom.
- Note:** If a parent refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.
- If student is with class:**
- ☐ Runner shows Student Release Form to the teacher
 - ☐ Teacher marks box, "***Sent with Runner.***"
 - ☐ If appropriate, teacher sends parent copy of first aid form with the runner.
 - ☐ Runner walks student(s) to Release Gate.
 - ☐ Runner hands paperwork to release personnel.

- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
“Absent” if student was never in school that day.
“First Aid” if student is in Medical Treatment Area.
“Missing” if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to CP.
- ☐ CP verifies student location if known and directs runner accordingly.
- ☐ If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to CP for verification.
- ☐ Parent should be notified of missing student status and escorted to crisis counselor.
- ☐ If student is in first aid, parent should be escorted to Medical Treatment Area.
- ☐ If student was marked absent, parent will be notified by staff member.

Closing Down:

- ☐ At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- ☐ Complete all paperwork and turn into the Documentation Unit.

Equipment/

Supplies: Pens, stapler

Job description clipboards

Box(es) of Emergency Cards

Signs to mark Parent Request Gate and Release Gate

Signs for alphabetical grouping to organize the parents (A-F, etc.)

Empty file boxes to use as out boxes

Forms: Student Release Form (copies for every student)

Section: Planning/Intelligence

Planning/Intelligence Chief

- Responsibilities:** This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.
- Start-Up Actions:**
- ☐ Check in with Incident Commander (IC) for situation briefing.
 - ☐ Obtain necessary equipment and supplies from Logistics.
 - ☐ Put on position identifier, such as vest, if available.
- Operational Duties:**
- ☐ **Assume the duties of all Planning/Intelligence positions until staff is available and assigned.**
 - ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
 - ☐ Assist IC in writing Action Plans.
- Closing Down:**
- ☐ At the IC's direction, deactivate the section and close out all logs.
 - ☐ Verify that closing tasks of all Planning/Intelligence positions have been accomplished.
 - ☐ Return equipment and reusable supplies to Logistics.
- Equipment/Supplies:**
- | | |
|---|---------------------------|
| 2-way radio | Paper, pens |
| File box(es) | Job description clipboard |
| Dry-erase pens | Tissues |
| Large site map of campus, laminated or covered with Plexiglas | |
| Forms: Emergency Time/Situation Report | |
| Sample log | |
| Student Accounting Form | |

Section: Planning/Intelligence Documentation

Responsibilities: This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- ☐ Check in with Planning/Intelligence Chief for situation briefing.
- ☐ Obtain necessary equipment and supplies from Logistics.
- ☐ Put on position identifier, such as vest, if available.
- ☐ Determine whether there will be a Finance/Administration Section. If there is none, **the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.**

Operational Duties:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports. (See sample log in Appendix.)
- ☐ Record content of all radio communication with district Emergency Operations Center (EOC).
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
- ☐ File all reports for reference (file box).

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and site damage to Command Post.
- ☐ Report first aid needs to medical team leader.
- ☐ File forms for reference.

Closing Down:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.
- ☐ Return equipment and reusable supplies to Logistics.

Equipment/Supplies:

2-way radio	paper, pens
File box(es)	Job description clipboard
Forms: Emergency Time/Situation Report	
Sample log	
Student Accounting Form	

Section: Planning/Intelligence Situation Analysis

Responsibilities: This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Start-Up Actions:

- ☐ Check in with Planning/Intelligence Chief for situation briefing.
- ☐ Obtain necessary equipment and supplies from Logistics.
- ☐ Put on position identifier, such as vest, if available.

Operational Duties:

Situation Status (Map):

- ☐ Collect, organize and analyze situation information.
- ☐ Mark site map appropriately as related reports are received. This includes but is not limited to S&R reports and damage updates, giving a concise picture status of campus.
- ☐ Preserve map as legal document until photographed.
- ☐ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- ☐ Provide current situation assessments based on analysis of information received.
- ☐ Develop situation reports for the Command Post (CP) to support the action planning process.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ **Report only to CP personnel. Refer all other requests to Public Information Officer.**

Closing Down:

- ☐ Close out all logs and turn all documents into Documentation.
- ☐ Return equipment and reusable supplies to Logistics.

**Equipment/
Supplies:**

2-way radio
 Paper, pens, dry-erase pens, tissues
 Job description clipboards
 Large site map of campus, laminated or covered with Plexiglas
 File box(es)
 Map of county or local area

Section: Logistics

Logistics Chief

- Responsibilities:** The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
- Start-Up Actions:**
- ☐ Check in with Incident Commander (IC) for situation briefing.
 - ☐ Open supplies container or other storage facility.
 - ☐ Put on position identifier, such as vest, if available.
 - ☐ Begin distribution of supplies and equipment as needed.
 - ☐ Ensure that the Command Post and other facilities are set up as needed.
- Operational Duties:**
- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
 - ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
 - ☐ Coordinate supplies, equipment, and personnel needs with the IC.
 - ☐ Maintain security of cargo container, supplies and equipment.
- Closing Down:**
- ☐ At the IC's direction, deactivate the section and close out all logs.
 - ☐ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.
- Equipment/Supplies:**
- 2-way radio
 - Job description clipboard
 - Paper, pens
 - Cargo container or other storage facility and all emergency supplies stored on campus
 - Clipboards with volunteer sign-in sheets
 - Forms: Inventory of emergency supplies on campus
 - Site Status Report
 - Communications log
 - Message forms

Section: Logistics Supplies/Facilities

Responsibilities:	This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.		
Start-Up Actions:	<input type="checkbox"/> Check in with Logistics Chief for situation briefing. <input type="checkbox"/> Open supplies container or other storage facility if necessary. <input type="checkbox"/> Put on position identifier, such as vest, if available. <input type="checkbox"/> Begin distribution of supplies and equipment as needed. <input type="checkbox"/> Set up the Command Post.		
Operational Duties:	<input type="checkbox"/> Maintain security of cargo container, supplies and equipment. <input type="checkbox"/> Distribute supplies and equipment as needed. <input type="checkbox"/> Assist team members in locating appropriate supplies and equipment. <input type="checkbox"/> Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.		
Closing Down:	<input type="checkbox"/> At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned. <input type="checkbox"/> Secure all equipment and supplies.		
Equipment/ Supplies:	2-way radio Job description clipboard Paper, pens Cargo container or other storage facility and all emergency Supplies stored on campus Forms: Inventory of emergency supplies on campus		

Section: Logistics Staffing

Responsibilities:	This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.
Start-Up Actions:	<input type="checkbox"/> Check in with Logistics Chief for situation briefing. <input type="checkbox"/> Put on position identifier, such as vest, if available. <input type="checkbox"/> Open three logs to list staff, volunteers, and students who are awaiting assignment.
Operational Duties:	<input type="checkbox"/> Deploy personnel as requested by the IC. <input type="checkbox"/> Sign in volunteers, making sure that volunteers are wearing their I.D. badges and are on the site disaster volunteer list. Unregistered volunteers should be sent to the city library to register.
Closing Down:	<input type="checkbox"/> Ask volunteers to sign out. <input type="checkbox"/> At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit. <input type="checkbox"/> Return all equipment and supplies.
Equipment/ Supplies:	2-way radio Job description clipboard paper, pens Cargo container or other storage facility and all emergency supplies stored on campus Clipboards with volunteer sign-in sheets Forms: Inventory of emergency supplies on campus List of registered disaster volunteers

Section: Logistics Communications

Responsibilities:	This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.
Personnel:	School staff member with campus two way radio , supported by student or disaster volunteer runners, and Disaster volunteer who is a qualified amateur radio operator.
Start-Up Actions:	<input type="checkbox"/> Set up Communications station in a quiet location with access to the Command Post (CP). <input type="checkbox"/> Turn on radios and advise CP when ready to accept traffic.
Operational Duties:	<input type="checkbox"/> Communicate with district EOC per district procedure. At the direction of the Incident Commander (IC), report status of students, staff, and campus, using Site Status Report Form. <input type="checkbox"/> Receive and write down all communications from the district EOC. <input type="checkbox"/> Use runners to deliver messages to the IC with copies to the Plans/Intelligence Chief. <input type="checkbox"/> Maintain Communications Log: date/time/originator/recipient <input type="checkbox"/> Follow communications protocol. Do not contact the city directly if the district EOC is available. <input type="checkbox"/> Direct the media or the public to the Public Information Officer. <input type="checkbox"/> Monitor AM/FM radio for local emergency news: KFWB 980 kHz and KNX 1070 kHz.
Closing Down:	<input type="checkbox"/> Close out all logs, message forms, etc. and turn them over to Documentation. <input type="checkbox"/> Return all equipment and unused supplies to Logistics.
Equipment/ Supplies:	2-way radios with spare batteries for each Job description clipboard paper, pens Table and chairs AM/FM radio File boxes, tote tray for outgoing messages Forms: Site Status Report Message forms

Section: Finance/Administration

Finance/Administration Chief

- Responsibilities:** The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.
- Start-Up Actions:**
- ☐ Check in with Incident Commander (IC) for situation briefing.
 - ☐ Put on position identifier, such as vest, if available.
 - ☐ Locate and set up work space.
 - ☐ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.
- Operational Duties:**
- ☐ **Assume the duties of all Finance/Administration positions until staff is available and assigned.**
 - ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Closing Down:**
- ☐ At the IC's direction, deactivate the section and close out all logs.
 - ☐ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.
- Equipment/Supplies:**
- Job description clipboard
Paper, pens
Forms: Staff Duty Log

Section: Finance/Administration

Timekeeping

- Responsibilities:** This unit is responsible for maintaining accurate and complete records of staff hours.
- Start-Up Actions:**
- ☐ Check in with Finance/Administration Chief for situation briefing.
 - ☐ Put on position identifier, such as vest, if available.
 - ☐ Locate and set up work space.
 - ☐ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping.
- Operational Duties:**
- ☐ Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.
 - ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
 - ☐ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Closing Down:**
- ☐ Close out all logs.
 - ☐ Secure all documents and records.
- Equipment/Supplies:**
- Job description clipboard
Paper, pens
Forms: Staff Duty Log

Section: Finance/Administration Purchasing

Responsibilities:	This unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.
Start-Up Actions:	<ul style="list-style-type: none"><input type="checkbox"/> Check in with Finance/Administration Chief for situation briefing.<input type="checkbox"/> Put on position identifier, such as vest, if available.<input type="checkbox"/> Locate and set up work space.<input type="checkbox"/> Check in with the Documentation Clerk to collect records and information which relate to purchasing.
Operational Duties:	<ul style="list-style-type: none"><input type="checkbox"/> Meet with Finance/Administration Chief to determine process for tracking purchases.<input type="checkbox"/> Support Logistics in making any purchases which have been approved by the Incident Commander.
Closing Down:	<ul style="list-style-type: none"><input type="checkbox"/> Close out all logs.<input type="checkbox"/> Secure all documents and records.
Equipment/ Supplies:	Job description clipboard Paper, pens

Part III

Hazard Specific Procedures

Note: This section is based on one district's hazard analysis, selecting only the hazards considered to be most likely to occur. The district intends to add additional material, based on the Hazard Worksheets in the Multihazard Safety Program for Schools, Unit II, Appendix.

Note also that every school district's hazard analysis will be different.

Hazard Specific Procedures

Types of emergencies that can be anticipated in this area:

1. Earthquake
2. Fire
3. Smog Alert
4. Airplane crash
5. Bomb or bomb threat
6. Hazardous materials release
7. Sniper or gunfire
8. Severe storm

Response Procedures:

Activate Emergency Plan and:

- Duck, Cover, and Hold
- Evacuate
- Modified Shelter-in-Place
- Duck, Cover, and Hold
- Duck, Cover, Hold and/or Evacuate
- Shelter in Place
- Hit the Deck, Modified Shelter-in-Place
- Modified Shelter-in-Place

When an emergency begins, the principal or designee will activate appropriate emergency procedures through the organizational system outlined in the previous two parts of these Guidelines. The Incident Commander, as the principal or designee is called at this point, will decide what to do, based on the situation. There are four basic safety procedures which can be utilized in responding to various emergencies:

1. **Duck, Cover, and Hold** (earthquake, explosion)
2. **Evacuation** (fire, explosion, hazardous materials release, post earthquake)
3. **Shelter-in-Place** (hazardous materials release, gunfire, sniper, storms)
4. Drop flat to the ground - **“hit the deck”** (gunfire)

There is no way of knowing in advance exactly how to respond to every emergency; however, the organizational system used here is designed to be applied to any emergency. It is based on the Incident Command System, a proven emergency management tool to organize emergency response. By conforming to the Standardized Emergency Management System (SEMS), the individual school sites and the school district will be linked to other responsible agencies in an integrated fashion. School sites will report to the school district. The school district will report to the City. The City will report to the Operational Area. The Operational Area will report to the Region. The Region will report to the State.

In general, the principal, site administrator, or his/her designee, will take the following steps in an emergency:

1. Direct immediate action to **protect the students and staff**.
2. **Call 911** (if necessary).
3. **Activate the plan. Activate functions as needed.**
4. **Call the school district.**
5. When possible, **send a letter home** explaining the incident and other necessary information, such as school being open or closed, health instructions, etc.

Duck, Cover, and Hold

When the ground begins shaking, a loud explosion is heard/felt, or a duck, cover, & hold drill begins, everyone -- students, staff, and all others present -- take the following protective actions:

Indoors:

- **Duck:** Take cover under a nearby desk or table, positioning as much of the body as possible under **cover**.
- **Cover** eyes by leaning the face against the arm.
- **Hold on** to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates that this phase of the drill has ended.

If there is no table or desk nearby, but there are chairs (such as an auditorium-style arrangement):

- **Duck, cover, hold:** take cover under the chairs, if possible, and/or between the rows of chairs, by dropping to the floor, holding on, and protecting the eyes with the arm.

If there are no tables or chairs nearby (or not enough):

- **Duck, cover, hold:** take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against a wall. The "drop" position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.

In the hallway:

- **Duck, cover, hold:** take the "drop" position alongside the walls. Try to avoid hazards such as unsecured lockers, trophy cases, etc. Choose the closest safe place.

On stairs:

- **Duck, cover, hold:** Sit down, hold onto handrail, and cover eyes.

People with disabilities:

- In a wheelchair: Remain in the chair, set brake, hold on. If you have a hard hat with you, put it on.
- Trying to protect head and neck by leaning forward so that the head is lower than the back of the wheelchair is not practical. First, the person would have to bend head down to knees, which may not be physically possible. Second, the leather or vinyl backs of most wheelchairs will not add protection

With mobility impairments, but not in a wheelchair:

- If sitting at onset of earthquake, remain in place, protecting head if possible, and hold on.
- If standing, sit down, or brace body to avoid falling.
- People with mobility impairments should not be routinely placed under or near potential hazards.

Teachers and other Caregivers:

- Duck, cover, and hold as directed above so that you will be available and uninjured to assist others after the ground stops shaking. The teacher should be the first to duck, cover, and hold.

Outdoors:

- **Duck, cover, hold:** Move away from buildings, power lines, block walls, and other items which might fall. Take the "drop" position or sit down.
- **Remain in position** until the ground stops shaking or the teacher indicates that this phase of the drill has ended.

Situation assessment:

- Teacher or supervising adult makes a quick assessment of the situation. Any of the following require immediate evacuation: fire, damage to structure, hazardous materials spill.
- Teacher makes a quick assessment of injuries to students. Unless the situation calls for immediate evacuation, teacher uses first aid for critical injuries.
- Teacher checks with buddy teacher. It may be necessary to assist or evacuate the buddy teacher's class.
- In most cases, the teacher will wait until composure has been reached and an evacuation signal has been received before directing the class to evacuate. See evacuation procedures.

Aftershocks:

- Students and staff ***duck, cover, & hold.***
- Teacher/staff repeat situation assessment procedures detailed above.

Evacuation

Evacuation Routes:

Evacuation routes should minimize exposure to hazards.

Fire, plane crash, or explosion in building: quickest route out of buildings

Earthquake: safest way out of buildings

- structural engineer can advise
- move away from buildings
- avoid walking under covered walkways, alongside block walls or buildings, under power lines, etc.

Note: It is preferable to select one main evacuation plan for both earthquake and fire; however, this may not be possible for some schools. Consider disabled population in planning routes.

- Practice evacuation routes regularly in drills.
- Include people with disabilities in drills.
- Train students and staff that planned evacuation routes may be blocked in an emergency.
- Practice alternate routes.

Evacuation Procedures:

Evacuation is generally ordered by the Incident Commander, and students and staff are notified by the bell signal (commonly described as a fire drill bell). **The Incident Commander calls for an evacuation during conditions in which the interior of the school buildings may not be safe, such as a fire, explosion, or hazardous materials spill in the building.**

During an earthquake or any ground shaking, students and staff ***duck, cover, and hold.*** When ground stops shaking, teacher:

- Evaluates situation; orders immediate evacuation in case of fire, chemical spill, or obvious structural damage.
- In absence of immediate critical need to evacuate, teacher continues to assess situation.
- Checks for injuries.
- Initiates first aid for severe injuries, if necessary.
- Waits until composure has been reached.
- Repeats above procedure for every aftershock.
- Checks with buddy teacher.
- Evacuates when advised to do so.

Incident Commander assesses situation, determines whether it is necessary and safe to evacuate.

Reasons to evacuate after an earthquake:

- existence or possibility of fire, structural damage, chemical spills inside buildings
- to consolidate students into one area for care, freeing staff members for other assignments

Reasons not to evacuate following an earthquake:

- hazardous materials release in area
- inclement weather
- hazards in the primary and backup evacuation areas
- hazards along the evacuation routes
- electrical hazards

Reasons to delay evacuation:

- severe injuries in classroom
- students/staff with mobility impairments
- blocked evacuation routes
- special education classes requiring assistance
- to allow for assessment

Buddy teacher system:

- neighbor teachers paired at beginning of year
- check on each other after earthquake
- if no injuries/problems, **evacuate classes together, one teacher at front of line, other at rear to check that all students have evacuated.**
- if one class has injuries, teacher stays with injured students; other teacher takes both classes out.
- if both classes have injuries, and building appears stable, both classes wait for assistance.

Shelter-in-Place

If any of the following are perceived:

- an unusual odor or sound
- visible smoke, vapor cloud, or fire (outside school buildings)
- skin or eye irritation
- any breathing difficulty
- gunfire
- safety hazard reported by police
- electrical hazard

Then these actions are taken:

Principal:	Teacher and other staff members:
<p>Follow these three steps:*</p> <ol style="list-style-type: none"> 1. Determine whether to initiate Shelter in Place. 2. Call 911 3. Call the Superintendent's office. <p>To initiate Shelter-in-Place, sound bell signal: One long and two short bells</p> <p>All doors will be locked except the entrance to the Alternate Shelter Site for latecomers. Place Shelter-in-Place sign at main entrance.</p>	<p>A teacher may make the decision to Shelter-in-Place when he or she perceives any of the above conditions. Initiate Shelter-in-Place and notify the principal.</p> <p>Or, follow Shelter-in-Place procedures when the bell signal is heard.</p>

Procedures:

- Everyone reports to the assigned classroom as quickly as possible.
- Hang "Sheltering-in-Place" sign on the outside of the door.
- Close and lock classroom doors and windows.
- Students not in the room are to report to the alternate shelter site.
- Turn off pilot lights, air conditioners, and exhaust fans.
- Tape around doors, windows, and vents, or place wet towels at bottom of door.
- Do not open doors or windows until all-clear (one long bell) sounds.
- Close drapes and stay away from windows.
- Take roll.
- Electricity will be left on. Intercoms, radios, and televisions may be used for getting information during the event.
- Do not allow anyone to leave the classroom. Use emergency food and toilet facilities stored in the room, if necessary.
- Wait for further instructions.
- Do not evacuate the room until told to do so.
- When you evacuate, open all windows and doors to air out the room.

- Send parent notification home with students on the day of the event, if possible.

* **Principal's Note:** Following the three steps will prompt the Fire Department to check out the cause of whatever has been observed. If the decision is not to Shelter-in- Place, that also should be reported. It may become necessary to Shelter-in-Place later.

Modify Shelter-in-Place procedures for the specific incident. The items listed above are for any hazardous materials release that emanates from outside the school buildings. In police emergencies, be sure to lock the Alternate Shelter Site door.

Gunfire

When gunfire is heard nearby, (the sound is very loud), teacher or staff member shouts to “hit the deck.” This means to lie flat on the ground or floor. If outdoors, as soon as it appears safe for people to move, initiate Shelter-in-Place.

Smog Alert

First Stage Episode Actions:

- Programs which require outdoor physical activities will be canceled.
- Indoor activities will be curtailed.
- If the episode is predicted for the following day, the faculty and students will be requested to utilize car pools, bicycles, or public transportation.

Second Stage Episode Actions

- If the episode is predicted for the following day, the faculty and students will be requested to utilize car pools, bicycles, or public transportation.
- Only district vehicles required for security and service for essential calls will be dispatched, Any other trips must be approved personally by the superintendent or his/her designee.
- Notify the faculty and employees that the schools may be required to close in case of the third stage episode.

Bomb Threat

The person receiving the threat should keep the caller on the line as long as possible in order to obtain information that will help the police. This would include

- the exact time of the call
 - voice characteristics of the caller
 - approximate age: boy, girl, man, woman
 - accent or peculiar voice inflections
 - background noises: music, traffic, laughter, etc.
 - where the bomb is located
 - what time it is supposed to explode
 - why the bomb has been placed in the school, etc.
1. Immediately after contact with the caller has ended, the person receiving the call should notify the school principal or designee, who will call 911, the Superintendent’s Office, and the Assistant Superintendent of the assigned school.
 2. Evacuate any section of the school deemed unsafe.
 3. Wait for police to assist in a search.
 4. School personnel should assist with searches since they would recognize unusual objects.
 5. Return students to class only when it is deemed safe to do so.
 6. Police reports are to be made on all bomb threats.

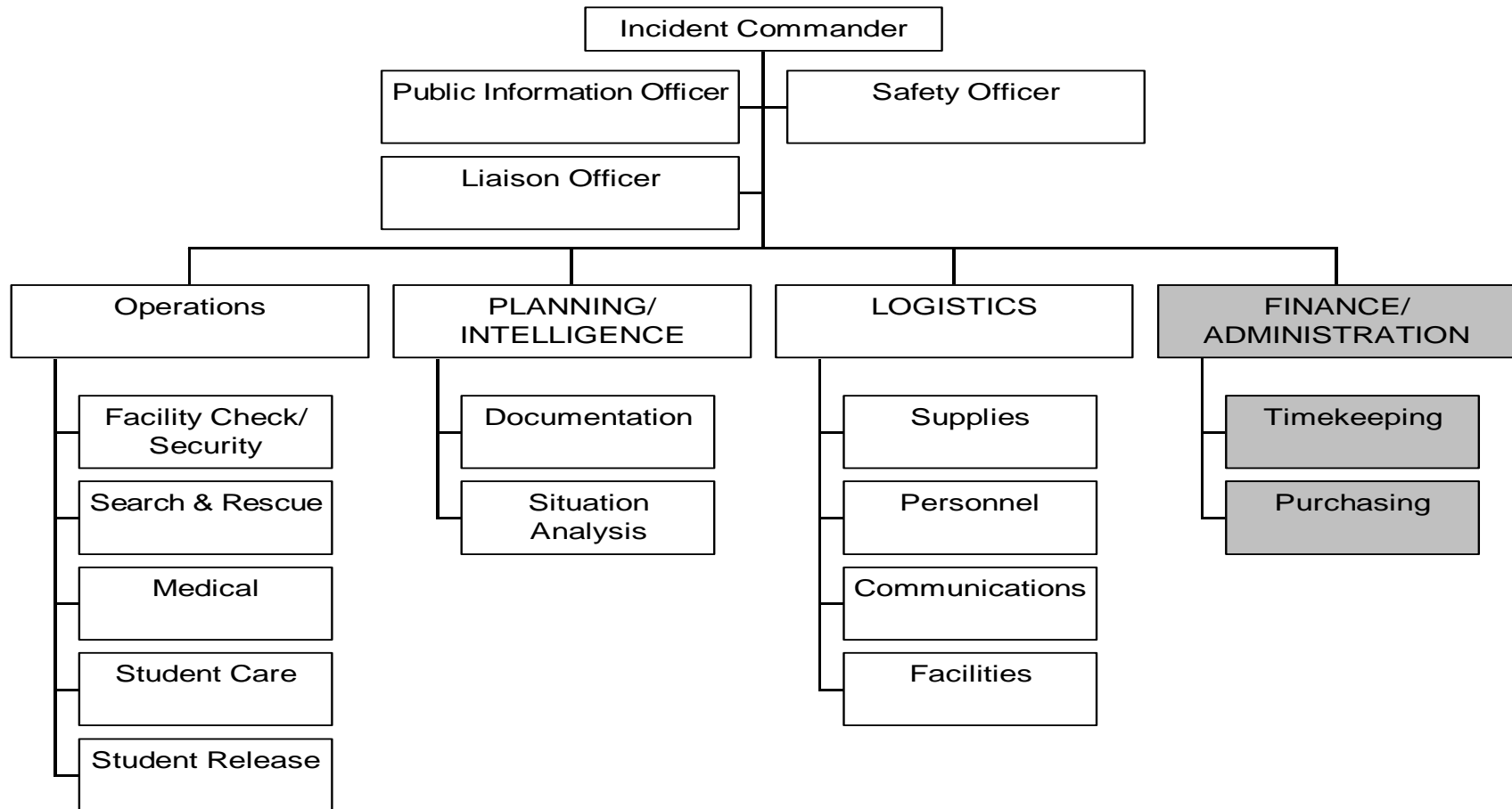
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SCHOOL SITE PLANNING GUIDELINES

ORGANIZATIONAL CHART



All Schools: Assign according to need and staff availability.

Do not activate the Finance/Administration section unless directed by the District.

UPDATE REPORT

NAME OF SCHOOL

Name _____ Date _____
Time _____

_____ # of children remaining at school

_____ # of staff members remaining to care for children

_____ Assistance required: _____ water _____ food _____ blankets _____ # of helpers

_____ No assistance required. We are fine at this time.

UPDATE REPORT

NAME OF SCHOOL

Name _____ Date _____
Time _____

_____ # of children remaining at school

_____ # of staff members remaining to care for children

_____ Assistance required: _____ water _____ food _____ blankets _____ # of helpers

_____ No assistance required. We are fine at this time.

EMERGENCY TIME/SITUATION/RESPONSE REPORT

TIME	SITUATION	RESPONSE	INITIAL

**Student Release Form
To be taken by Runner**

Please Print

Student's Name _____

Teacher _____ Grade _____

Requested by _____

To be filled in by Request Gate Staff

Proof of I.D. _____ Name on Emergency Card _____
(yes) (no)

**Student's Status
To be filled in by teacher**

Sent with runner _____ Absent _____ First Aid _____ Missing _____

To be filled in by Release Gate Staff

Proof of I.D. _____ Name on Emergency Card _____
(yes) (no)

**To be filled in by Requester
at the release gate**

Requester Signature _____

Destination: _____

Date: _____

Time _____

Give the student's Out of State Contact number to the person picking up the student.

Sample Log

Date _____

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding.
Keep all original notes and records. **They are legal documents!**

9:50 Approximate time of quake
9:55 Custodian opened container
10:00 Set up command post, Becky Harrison in charge
10:00 Becky says Nurse Nightingale is off campus
10:00 Student accounting forms coming into CP
10:00 Teachers are reporting to manpower pool
10:02 Report of Carrie Macintosh trapped in computer lab
10:06 Water running out of boys room by room 3
10:10 S&R teams assigned, team #1 told about Carrie in computer lab
10:14 S&R #3 radio batteries dead
10:15 Broken glass and lights in room 10
10:16 Repairman on office roof prior to quake not seen since
10:17 Aftershock – no injuries reported – students are seated
10:18 All S&R teams check in ok
10:19 Room 20 front door jammed
10:20 Sarah Laws & Mary Hans (parent nurses) here to help
10:21 Becky places Sarah in charge of medical
10:22 Request backboard and 4 carriers to cafeteria
10:22 Nancy Powers assigned stress counseling
10:23 Aftershock – Becky Harrison injured
10:24 All S&R teams check in ok
10:24 Command transferred to Laura Werner
10:25 District EOC on radio – we receive but cannot transmit
10:26 Natural gas leak below bungalow 30
10:27 Custodian sent to check gas leak
10:27 Student release ready – S&R not finished
10:28 Major damage to cafeteria
10:28 Broken windows/lights – room 14
10:29 Burning smell room 23
10:30 Custodian unable to shut off gas by room 30
10:32 Michael Burns here – sent to help custodian
10:33 Room 32 shaken off foundation
10:35 Police helicopter flies over
10:35 Gas leak stopped
10:35 John Forest climbed fence, took son Jeremy
10:36 Michelle Pauls here—assigned with Nancy Powers
10:38 Medical—reports total 9 minor injuries, 1 broken leg

Sample Public Information Release

Check () as appropriate: District/District-wide _____ School _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments. [Check off, fill in, and cross off as appropriate.]

_____ has just experienced a(n) _____

___ The (students/employees) [(are being) or (have been)] accounted for.

___ No further information is available at this time.

___ Emergency medical services [(are here) or (are on the way) or (are not available)].

___ Police [(are here) or (are on the way) or (are not available to us)].

___ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

___ _____ [(are here) or (are on the way) or (are not available)].

___ Communication center(s) for parents (is/are) being set up at _____ to answer questions about individual students.

___ Communication center(s) for families (is/are) being set up at _____ to answer questions about individual employees.

___ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injured.

___ Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].

___ Students have been taken to the local emergency room for treatment of serious injury.

Parents of injured students should go to the emergency room at _____.

___ Confirmed deaths have been reported at _____.
Names cannot be released until families have been notified.

___ Structural damage has been reported at the following sites: _____.

Release restrictions: ___No ___Yes

If yes, what?

Released to the public as Public Information Release # _____

Date/Time: _____

Los Angeles County
Department of Chief Medical Examiner—Coroner
Coroner's Jurisdiction

The State Government Code, Section 27491, states the following deaths are immediately reportable to the Coroner:

- Without medical attendance
 - When the decedent has not been attended by a physician within 20 days prior to death.
 - When the attending physician is unable to state the cause of death
 - Known or suspected homicides
 - Known or suspected suicides
 - When the decedent died as a result of an accident, either old or recent
 - Related to or following known or suspected self-induced or criminal abortion
 - Therapeutic misadventures
 - Poisonings (food, chemical, drug, therapeutic agents)
 - Drowning
 - Fire
 - Hanging
 - Gunshot
 - Stabbing
 - Occupational diseases or hazards
 - Known or suspected contagious diseases constituting a public health hazard
 - When the suspected cause of death is Sudden Infant Death Syndrome (SIDS)
 - Deaths in whole or in part occasioned by criminal means
 - State hospital deaths
 - Under such circumstances as to afford a reasonable ground to suspect that the death was caused by the criminal act of another.
- | | |
|-------------|------------------|
| Cutting | Strangulation |
| Exposure | Drug Addiction |
| Starvation | Acute Alcoholism |
| Aspiration | |
| Suffocation | |

Coroner's Disaster Responsibilities

The Medical Examiner-Coroner determines the cause, manner, and circumstances of death and is responsible for:

1. Recovery of human remains.
2. Identification of the dead.
3. Notification to their next-of-kin.
4. Protection of personal property.
5. Final disposition of remains.
6. Files and records death certificates.

Additional responsibilities include:

1. Coordinates with all agencies both public and private for the collection, identification, notification, and disposition of human remains and their personal property.
2. Recruits additional, qualified personnel to perform those various duties.
3. Establishes collection points and body staging areas for processing the dead.
4. Procures temporary cold storage facilities and adequate equipment and supplies.
5. Submits requests for mutual aid assistance in accordance with existing procedures.
6. Establishes comprehensive records systems for updating and recording disaster operations.
7. Provides mass media, the public, and all agencies involved, with timely information regarding Coroner's activities.
8. Provides counseling services (staffed by Red Cross, Clergy, Mental Health workers, and others) for relatives of missing or deceased victims.

Coroner's Disaster Response

The scope of the operation will be determined by the magnitude of the event as listed in the following stages:

Stage I	10 - 100	Fatalities
Stage II	101 - 1000	Fatalities
Stage III	1001 - Over	Fatalities

Stage I

The Coroner is equipped to handle and process a disaster of this magnitude at the central facility and handle the normal caseload which averages 48 per day.

Stage II

Most of the normal functions of the central facility would be disrupted and would not be able to handle the normal caseload. It may be necessary to establish temporary morgue facilities and recruit local funeral directors along with their equipment and supplies.

Stage III

A total disruption of normal workload. All funeral directors' establishments (204 in Los Angeles County) recruited as well as cemeteries (56). As the scope intensifies, recovery, identification, notification, etc. becomes more difficult and time-consuming. A public health hazard may be created. Cold storage facilities and embalming for preservation and disease prevention will be necessary. Mutual aid and cooperation of local, state, and federal agencies will be required.

Final Disposition

The question of mass burials may become necessary when the number of victims reaches the point where a public health hazard is indicated. In general, mass burials should be avoided as people need to know whether or not their loved ones are alive or dead. If dead, they want to inter the remains with a decent ceremony consistent with their culture and beliefs.

Just as the missing in action in Southeast Asia is an unsettling and unsatisfactory conclusion, so too would be a similar conclusion following a disaster in Los Angeles County.

DISTRICT WIDE EARTHQUAKE DRILL SITE OBSERVER CHECKLIST

Duck/Cover/Hold:

- ☐ The teacher led duck/cover/hold by example
- ☐ The students knew the proper procedure:
The students ☐ ducked under cover ☐ covered their eyes ☐ held on
- ☐ The teacher gave instructions and reassurances
- ☐ Teacher checked self and evaluated situation
- ☐ Teacher asked students to check selves and others
- ☐ Teacher evaluated situation and waited for class composure before asking for evacuation
- ☐ Teacher checked with buddy teacher

Aftershock (two minutes after first shock)

- ☐ The teacher led duck/cover/hold by example
- ☐ The students knew the proper procedure (see above section)
- ☐ The teacher gave instructions and reassurances
- ☐ Teacher checked self and evaluated situation
- ☐ Teacher asked students to check selves and others
- ☐ Teacher evaluated situation and waited for class composure before asking for evacuation
- ☐ Teacher checked with buddy teacher

Special situations: If there were special situations, either planned or unplanned, how were they handled?

Evacuation and Student Accounting:

- ☐ Evacuation was orderly.
- ☐ If there were no serious "injuries," teacher evacuated with buddy teacher, one at front of line, one at rear. If a teacher was incapacitated, buddy teacher evacuated both classes. If a student was injured and could not be moved, one teacher remained with the injured, while the buddy teacher evacuated both classes to assembly area.
- ☐ At assembly area, students sat down while teacher took roll.
- ☐ Student Accounting Form was sent to Command Post

Special situations: If there were special situations, either planned or unplanned, how were they handled?

Aftershock (nine minutes after main shock):

- ☐ The teacher sat down or dropped
- ☐ The students sat down or dropped
- ☐ The teacher gave instructions and reassurances
- ☐ Teacher asked students to check selves and others
- ☐ Teacher assessed situation and waited for class composure before proceeding

Comments:

Logistics:

- ☐ The bin was open when students arrived at the assembly area.
- ☐ The Logistics person handed out supplies
- ☐ The Command Post table, chairs, and materials (map, markers, etc.) were set up
- ☐ Sweep & Rescue supplies and equipment were set out.

Command Post:

- ☐ Campus Commander remained at Command Post during entire drill
- ☐ Campus Commander made visual survey of assembly area from command post
- ☐ Documentation Clerk kept log of all events
- ☐ Team leaders reported to Campus Commander
- ☐ Communications Officer filled out Site Status Report and verified it with Commander
- ☐ Communications Officer reported to District EOC, using Site Status Report

Sweep & Rescue: ☐ Team Leader in charge Number of teams _____

- ☐ Operations Chief or team leader made assignments, checked equipment, and communicated with teams by two-way radio
- ☐ Teams were dispatched teams to high priority areas first.
- ☐ Each team member was properly attired (appropriate shoes, vest, hard hat, carrying dust mask, goggles, whistle, flashlight)
- ☐ S & R teams completed sweep of their assigned areas (covering entire campus)

Medical Team: Number of people assigned _____

- ☐ First aid area was set up out of sight of the student assembly area
- ☐ First aid barrel was located at the first aid area
- ☐ Cots and stretchers were assembled
- ☐ Victims were received and “treated”
- ☐ A log was kept of all treatments

Comments:

Reunification: Request Gate:

Number of people assigned _____ Number who were volunteers _____

Number of parent requests processed _____

- ☐ Table and chairs set up and materials available
- ☐ Parents handled calmly and respectfully. Parent identification was verified.
- ☐ Runners were available to handle requests
- ☐ Student Release Forms were available for use

Reunion Gate:

Number of people assigned _____ Number who were volunteers _____

Number of parent requests processed _____

- ☐ Table and chairs set up and materials available
- ☐ Parents handled calmly and respectfully. Parent identification was verified.

Comments:

SAMPLE SCHOOL LETTER

September 1997

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. In fact, public schools in California are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

As you know, much has been said recently about earthquakes in California. Should we have a major quake or disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed disaster plan which has been formulated to respond to a major catastrophe, including earthquakes.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious earthquake, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on a School District green emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - they are 18 years of age
 - they are usually home during the day
 - they could walk to school, if necessary
 - they are known to your child
 - they are both aware and able to assume this responsibility
3. Turn your radio to KFI 640 AM, KNX 1070 AM, or KFWB 980 AM for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on Channel 51. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Since local telephone service may be disrupted, also list an out-of-state contact on the emergency card since calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a major earthquake (roads are impassable) takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the

event a major earthquake occurs in the afternoon, the driver will make every attempt to continue delivering students to home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a "hazardous release event" (chemical spill) near the school area, "Shelter-in-Place" procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms, and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a "Shelter-in-Place" drill or event should report to the school office or to a previously designated area at the school since classrooms will be inaccessible. When the dangerous incident has subsided, an all clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during earthquakes.

Sincerely,

Principal
School

SAMPLE
SCHOOL NAME

Date

DISASTER PREPAREDNESS

_____ School can be assured that we are better prepared today than we were in September 1996. We have surveyed our supplies and staff, and as a group, our supplies, skills, and training will serve us well in the event of a disaster.

We have more work to do. We must involve our students, as well as our parents and neighbors in these preparations. We will be reaching out to the community for assistance in obtaining additional supplies. More training is needed and will be forthcoming.

Please take a moment to complete the following and return it to the assistant principal.

I will serve on the following team(s) if needed:
(choose three)

_____ Search and Rescue

_____ Take care of school

_____ Medical treatment

_____ Student assembly

_____ Security

_____ Parent Reunification

_____ Communications

_____ Assembly

_____ Reunification

Emergency Disaster Experience or active CPR card _____

My partners/teammate(s) will be _____

Signature

Comments:

EMERGENCY INFORMATION SHEET

Room Number_____

Student's Name_____Grade_____

Address_____Home Phone_____

Parent's Names_____

Mother's Work Address_____

Father's Work Address_____

Mother's Work Phone_____Father's Work Phone_____

In an emergency or major disaster during school hours, my child may be released to the following persons:
(THESE NAMES SHOULD BE THE SAME AS ON YOUR CHILD'S GREEN EMERGENCY CARD)

Name_____Address_____Phone_____

Name_____Address_____Phone_____

Name_____Address_____Phone_____

Name_____Address_____Phone_____

Name_____Address_____Phone_____

My son/daughter needs to take the following medication:_____

Medication_____Dosage_____Time_____

Have you provided the school office with a supply of this medicine?_____

My child may____or may not____have Tylenol if needed during an emergency.

List allergies to medicine or foods_____

Doctor_____Address_____Phone_____

Family out-of-state telephone contact to be used in an emergency:

Name_____Phone_____
(outside of California) (area code & number)

Date_____Parent's Signature_____

Student Released to:_____

Date_____Time_____Destination_____

7/97

TORRANCE UNIFIED SCHOOL DISTRICT

OUT-OF-STATE EMERGENCY CONTACT TELEPHONE CARDS

1. Fill in a card for each member of the family. Make sure they carry it with them in their wallet, purse, or backpack at all times.
2. Remind each family member to call the out-of-state telephone contact after a disaster. They need to report their physical condition and their location or destination.
3. Notify your out-of-state telephone contact that they will collect information from those who are affected by the disaster and pass it on to all who call. This will enable those in the disaster area to communicate with each other via open phone lines.
4. Please review with your student the reunion procedures at your school. Reassure them that they will be well cared for, and that you will come for them, even if it takes several hours or days.
5. Make sure that those people on your child's emergency card have the out-of-state telephone contact number. Ask them to call the out-of-state contact as soon as they have your child at a safe location.

Please cut out and use the "Out-of-State" contact cards below. Thank you

Emergency contact for: _____ In the event of Disaster please notify: _____ _____ (Out-of-State Contact) () _____ Phone# Report location and health status. Pay phones are suggested

Emergency contact for: _____ In the event of Disaster please notify: _____ _____ (Out-of-State Contact) () _____ Phone# Report location and health status. Pay phones are suggested

Emergency contact for: _____ In the event of Disaster please notify: _____ _____ (Out-of-State Contact) () _____ Phone# Report location and health status. Pay phones are suggested

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Emergency contact for: _____ In the event of Disaster please notify: _____ _____ (Out-of-State Contact) () _____ Phone# Report location and health status. Pay phones are suggested

Sample Public Information Release

Check as appropriate: District/District-wide _____ School _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.
Check off, fill in, and cross off as appropriate.

_____ has just experience a(n) _____

_____ The (students/employees) [(are being) or (have been)] accounted for.

_____ No further information is available at this time.

_____ Emergency medical services [(are here) or (are on the way) or (are not available to us)].

_____ Police [(are here) or (are not available to us)].

_____ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available)].

_____ Communication center(s) for parents (is/are) being set up at _____
to answer questions about individual students.

_____ Communication center(s) for families (is/are) being set up at _____
to answer questions about individual employees.

_____ Injuries have been reported at _____ and are being treated
at the site by (staff/professional medical responders). (#) _____ reported injured.

_____ Students have been taken to a safe area, _____, and are with
[(classroom teachers/staff) or (_____)]

_____ Students have been taken to the local emergency room for treatment of serious injury
Parents of injured students should go to the emergency room at _____

_____ Confirmed deaths have been reported at _____
Names cannot be released until families have been notified.

_____ Structural damage has been reported at the following sites: _____

Release restrictions: _____ No _____ Yes

If yes, what?

Released to the public as Public Information Release # _____

9/97

Date/Time: _____

Student Accounting

Room No. _____

Date _____

Enrolled per Register _____

Reported by _____

Not in School Today _____

Received by _____

Present Now _____

1. Students or classroom volunteers elsewhere (off campus, left in room, other location, etc.)

Name

Location

Problem

2. Students on playground needing more first aid than you can handle:

Name

Location

Problem

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)

9/97

TORRANCE UNIFIED SCHOOL DISTRICT
NOTICE OF FIRST AID CARE

DATE _____

SCHOOL _____

Dear Parent:

_____ was injured at school and has been given first aid.

If you feel further care is necessary, please consult your family physician.

Nature of Injury _____

Destination (If not presently on site) _____

Transporting Agency (If not presently on site) _____

Time _____

Additional Information _____

Please sign to release the student to your care.

PARENT'S SIGNATURE

SCHOOL REPRESENTATIVE'S SIGNATURE

Note: Keep this form with your school's medical treatment records. Do not send this home with the student.

9/97

Medical Treatment Victim Log

Date _____

Name	Triage Tag #	Triage Category
1. _____		D I DEAD
2. _____		D I DEAD
3. _____		D I DEAD
4. _____		D I DEAD
5. _____		D I DEAD
6. _____		D I DEAD
7. _____		D I DEAD
8. _____		D I DEAD
9. _____		D I DEAD
10. _____		D I DEAD
11. _____		D I DEAD
12. _____		D I DEAD
13. _____		D I DEAD
14. _____		D I DEAD
15. _____		D I DEAD
16. _____		D I DEAD
17. _____		D I DEAD
18. _____		D I DEAD

Totals: _____ D (Delayed) _____ I (Immediate) _____ DEAD (Dead)

Completed by _____ Time _____

Delivered to _____ at Command Post 9/97

DUCK, COVER, AND HOLD DURING AN EARTHQUAKE

Use the DUCK, COVER, AND HOLD PROCEDURE when you feel an earthquake.

Teachers DUCK, COVER, AND HOLD along with all students.

When the shaking stops, have students check themselves and each other for injuries. If possible, give first aid.

One long and two short bells means Shelter-In-Place (stay inside the classroom).

A long repeated bell tells you to go outside.

Check with buddy teacher and determine if they need assistance. The two classes should evacuate together.

Leave the door unlocked

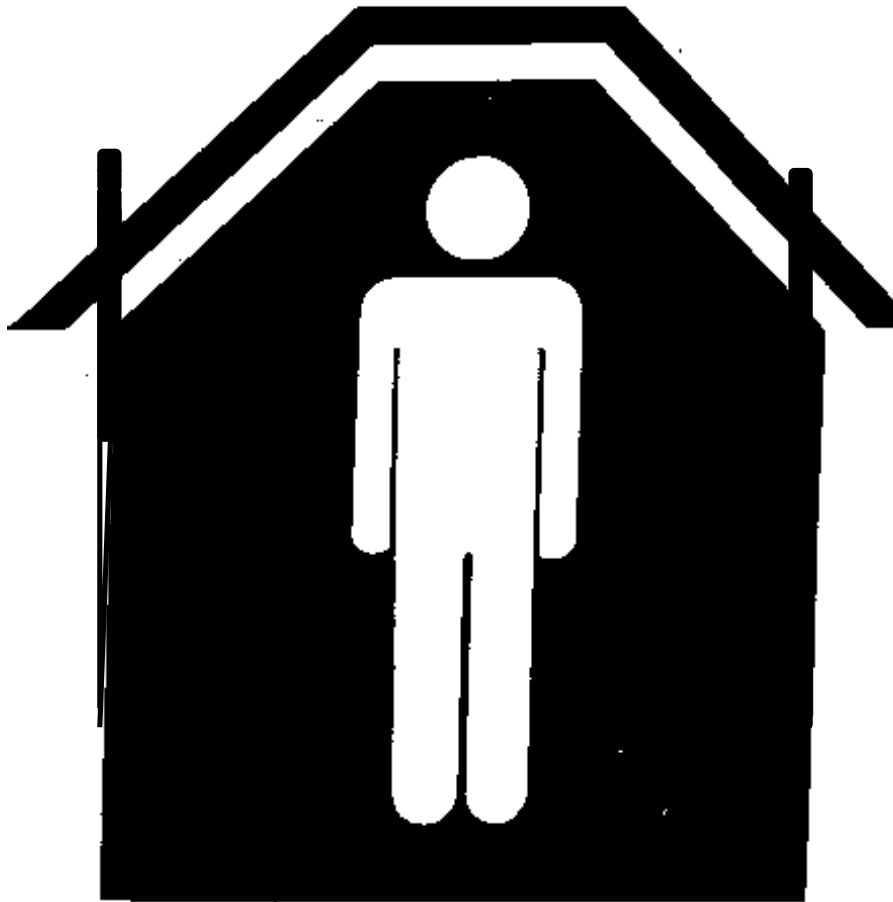
Take the class to the assembly area and take roll.

Turn in the Student Accounting Forms to the Command Center.

After student accounting is complete, one member of each buddy team watches two classes, the other reports to the Command Center for assignment.

WE ARE SHELTERING IN PLACE

Teams begin their jobs.



DO NOT ENTER

SHELTER-IN-PLACE CHECKLIST

One long and two short bells will be repeated to signal Shelter-in-Place.

Everyone will report to their own classrooms as fast as possible.

Hang “Sheltering-in-Place” sign on the outside of the door.

Close and lock classroom doors and windows.

Students not in the room are to report to alternate shelter site.

Tape around door and windows and vents if outside air is coming in, or place wet towels at bottom of door.

Do not open doors or windows until all-clear sounds.

Close drapes and stay away from windows.

Take roll.

Electricity will be left on. Intercoms, radios and televisions may be used for getting information during the event.

Do not allow anyone to leave the classroom. Use emergency food and toilet facilities stored in the room, if necessary.

Wait for further instructions or the all clear bell (one long blast of the bell).

Do not evacuate the room until told to do so.

When you evacuate, open all windows and doors to air out the room.

SHELTER-IN-PLACE DRILL CHECKLIST

Good

Need to Improve How?

1. Parents were informed about the drill
2. Scenario reviewed with staff prior to event.
3. Students/staff went inside, close the doors, close and lock all windows.
4. Hang signs on doors and office to indicate "Sheltering-in-Place"
5. Roll call of students and staff
6. Place wet towels across the bottom of doors to the outside (Simulate during drill.)
7. Tape up any vents which can't be closed (Simulate during drill.)
8. Tape around window if air is leaking in. (Simulate during drill.)
9. Turn off air conditioning and exhaust fan in kitchen (Simulate during drill.)
10. Close drapes and curtains
11. Turn off pilot lights, but electricity should remain on. (Simulate during drill.)
12. Designate room for people who come to school during drill.
13. Post signs indicating location of visitor's room.
14. Alternate restroom facilities available in each room.
15. Alternate source of water for rooms without sinks.
16. Are there provisions for students needing medication during "Shelter-in-Place?"
17. Call 911 and School District to tell them you are "Sheltering- In-Place." (Simulate during drill.)
18. No one goes out during this time.
19. Do you have a method of communicating with office during drill?

Please use the reverse side of this checklist for your suggestions and candid comments. Please return this form within 5 days to the Principal. This form should be completed by all adult participants and observers at school site.

Name: _____ Date _____ Site _____

Disaster Volunteers

Personnel:	Preregistered volunteers who have been sworn in by the Emergency Services Senior Analyst or his/her representative, will arrive at the site with a yellow school district identification card.
Responsibilities:	Report to Logistics for assignment Receive assignments Perform assignment Keep a record of your assigned tasks
Equipment:	Clipboard with assignment, and pencil
Supplies:	Equipment needed for assigned task

Disaster Volunteer Program

In the event of a major earthquake occurring in the City during the normal school day, your local elementary or middle school, or high school will need the assistance of its neighbors. Supplies will be needed to provide for the children and volunteers will be needed to assist with clean up and the care and shelter of the children until they are picked up by a designated family member or friend.

If you wish to be a volunteer at your local school campus after a disaster, you must register with the City Office of Emergency Services and be sworn in as Disaster Service Worker. If you wish to help please contact the Office of Emergency Services to learn of the next registration date.

Once volunteers have been registered, they will receive a picture I.D. Their Skills Inventory will be sent to the local school. That school will welcome them on campus after a disaster and have a task ready for them to complete. Disaster volunteers may also be asked to participate in emergency drills.

November 12, 1996

Dear School Principal:

On November 4, **Disaster Volunteers** were registered at _____ Middle School. Over 25 adults registered who are willing to come to district schools after a disaster and give assistance. Enclosed please find a **Skills Inventory** for each person who volunteered to come to your campus. I have also included a **Volunteer Assignments Sheet** which is to be used to sign in disaster volunteers when they come to help and to assign them a job to perform.

These volunteers will arrive at your locked gate after an earthquake or other declared disaster. They will show you their yellow School District Disaster Volunteer I.D. and ask how they can help. You should have an idea of some jobs they might do to help. Their Skills Inventory can be used to guide you as to their skills and interests. You may wish to contact these volunteers to help out with a drill. Be sure to include these volunteers in your disaster plan.

If you have any questions about the Disaster Volunteer Program in the schools or would like to register more Volunteers, please call one of us. For verification of this program please contact the District Office.

Thank you for your cooperation and participation in the Disaster Volunteer Program.

SKILLS INVENTORY FOR PARENTS/NEIGHBORS

NAME _____ PHONE # _____

ADDRESS _____

OUT-OF-STATE CONTACT _____ PHONE # _____

Are you available during normal school hours? _____ Yes _____ No

Would consider being a volunteer after normal hours? _____ Yes _____ No

How many minutes will it take for you to respond to the school after a disaster by walking? _____

Check all the appropriate lines

Describe:

First Aid:

_____ I'm a Doctor

_____ I'm a Nurse

_____ I'm Certified in First Aid

_____ I'm able to help in the following:

Food:

_____ I will cook for large numbers

_____ I will serve food and water

_____ If you are a local merchant, would you be willing to carry a purchase order in an emergency?

Shelter:

_____ I will help assemble shelters and toilets

_____ If you are a local merchant, would you be willing to carry a purchase order in an emergency?

Care:

_____ I will be of assistance to children

(read, comfort, play quiet games, sing, etc.)

_____ I will be of assistance to adults

_____ In the event of an emergency, I will bring materials to use at school: _____

(Books, coloring books and crayons, games, cards, jump ropes, guitar, etc.)

Communications:

_____ I am a Ham Radio Operator and have access to radio

_____ I will help in the uniting of parents and students

_____ I will help by translating for parents in _____

(Language Spoken)

Repair and Skills:

_____ I have access to heavy duty equipment such as: _____

(Truck, tow truck, skip loader, other)

_____ I will help in other ways _____

(Clearing rubble, putting out fires, etc.)

_____ I have access to fuel _____

(propane, gasoline, etc.)

_____ I have access to other items _____

(Lumber, tools, camping equipment, other)

This information will be kept confidential in the school office.

Date: _____

School _____

VOLUNTEER ASSIGNMENTS

Volunteer Name

Time

Position

1.		
2.		
3.		
4.		
5.		
6.		
7.		

SITE STATUS REPORT

TO: _____ FROM: (name) _____ LOCATION: _____

DATE: _____ TIME: _____ PERSON IN CHARGE at
site: _____

Message via: 2-way Radio _____ Radio _____ Telephone _____ Messenger _____

EMPLOYEE/STUDENT STATUS

	Absent	Injured	#Sent to hosp/med.	Dead	Missing	Unaccounted for (away from site)	# Released to parents	# Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE [check damage/problem and indicate location(s)]

√	Damage/Problem	Location(s)
	gas leak	
	water	
	fire	
	electrical	
	communications	
	heating/cooling	
	other:	
	other:	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance/how long?; overall condition of campus, neighborhood & street conditions; outside agencies on campus and actions; names of injured, dead, missing and accounted for ASAP)

Remove this page and insert
your staff roster here.

Sample Staff Roster

Room	Grade	Teacher's Name	Initial	Hour 1	Hour 2	Hour 3	Hour 4
1	K	Healy					
2	K	Martinez					
3	1	Samson					
4	1	McKinney					
5	2	Matheson					
6	2/3	Ruiz					
7	3	Blitz					
8	Day Care	Warburg, Murovich					
9	Speech	Chinn					
10,11	Guidance	Masters, Pauls					
Office		Yale, Sangori, Mitchum, P					
Custodian		Marks, Golen					
Cafeteria		Tucker, Vargas					

Search and Rescue Teams

SEARCH AND RESCUE TEAM LEADER _____

Note: Number of teams will vary depending on size of campus.

Names		Radio	Keys	Hard hat	Goggles	Bucket	Vest	Clipboard	Backpack
Search and Rescue Team #1 Notes:	1.								
	2.								
Search and Rescue Team #1 Notes:	1.								
	2.								
Search and Rescue Team #1 Notes:	1.								
	2.								
Search and Rescue Team #1 Notes:	1.								
	2.								
Search and Rescue Team #1 Notes:	1.								
	2.								

S & R Team Leader

- Assign teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
- Perform visual check of outfitted team leaving Command Post (CP); include radio check. Advise teams of known injuries.
- Remain at CP table.
- Be attentive to all S & R related communications.
- Utilize boxes above to record location of injured students. Example: report of 2 injured students in room 20 would be recorded as "S/2=RM 20" in box under team #3.
- Utilize manpower pool to aid S & R, i.e., request for backboard and carryout or request for rescue equipment.

Search and Rescue Map